ED 342 875 AA 001 223

Resources in Education (RIE). Volume 27, Number 8.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 92
LANGUAGE- English
EDRS Price- EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 342 876 CE 058 942

Makhmoutov, Mirza I.
Conception of Soviet Community College.

PUB DATE- Oct 91
NOTE- 22p.; Paper presented at the Soviet-American Symposium on Teaching and Learning (2nd, Jacksonville, FL, October 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Community Colleges; Continuing Education; *Educational Change; Foreign Countries; *Institutional Characteristics; Institutional Environment; *Learning Theories; Organizational Objectives; Technical Education; Two Year Colleges; *Vocational Education
IDENTIFIERS- *USSR

The USSR lacks qualified workers and midlevel specialists. A variant of community colleges in the United States is being organized in Kazan and Nizhnekamsk to prepare middle-level managers and qualified workers. The community college has been established as a basic educational institution for perestroika of the Soviet professional educational system, as a means of converting to market economics, and as a continuous education model. It will train middle-level managers and workers and offer retraining. The community college will combine three existing educational institutions. The concept of continuing education will be realized by means of 5-year, three-stage study period. The three progressive stages are qualified worker training, technician training, and preparation of junior engineers. General and vocational subjects are closely integrated. Acquisition of scientific and technical knowledge remains the major purpose of study, but intellectual and practical competence is also a focus of the teaching/learning process. The community college environment also provides an opportunity to combine Soviet and U.S. approaches for interpreting the intellectual activity levels of individuals and current learning theories. (YLB)

ED 342 877 CE 059 305

Gordon, Daryl

Learning for Earning: A Basic Skills and Employability Training Manual for Adult Students.

SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE- Aug 90
NOTE- 129p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Basic Skills; *Career Exploration; Communication Skills; Employed Women; *Employment Potential; Equal Opportunities (Jobs); Goal Orientation; Instructional Materials; Job Search Methods; *Job Skills; Labor Market; Occupational Aspiration; Problem Solving; Teaching Guides; *Vocational Interests; *Womens Education; Work Experience

This manual is designed to provide materials to improve the employment and academic skills of adults. Five chapters are included. Each chapter begins with problem-solving exercises that encourage students to reflect on the topic and recall their past experiences. These exercises provide a framework for the students to understand the readings that follow. The readings develop the topic initiated in the opening exercise and allow the student to reflect on the topic from a variety of perspectives. Chapter 1 begins by providing historical vignettes focused on women workers in the United States from 1900 to 1950. Chapter 2 involves an exploration of students' employment interests and goals. Chapter 3 acquaints the student with the job market and encourages exploration of a chosen job field. Chapter 4 provides information about obtaining employment or entering a training program. The last chapter about on-the-job experiences encourages students to communicate effectively. Many exercises are intended for use in small groups in which participants can exchange information and experiences. Role playing, in which participants act out the parts of both employer and employee, is used throughout to allow students to see both sides of the issues and evaluate their response to a given situation. End notes for each chapter are appended. (YLB)

ED 342 878 CE 060 074

Sticht, Thomas G.

Functional Context Education. Workshop Resource Notebook.

SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Mar 87
NOTE- 90p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

(055)

DESCRIPTORS- Adult Basic Education; Adult Literacy; Adult Programs; *Basic Skills; Case Studies; *Cognitive Psychology; Electricity; Electronics; *Employment Potential; Functional Literacy; Illiteracy; *Job Skills; *Job Training; *Literacy Education; Mathematics Skills; Military Training; Program Development; Reading Skills; Technical Education; Trade and Industrial Education; Vocational Education; Youth Programs
IDENTIFIERS- *Functional Context Education; Workplace Literacy

This notebook contains materials for a workshop to teach participants how to address the needs of youth and adults for improved literacy, employability, and productivity. Chapter 1 provides information about the current state of youth and adult literacy, employability, and productivity in the United States. Chapter 2 presents a conceptual framework, called "Functional Context Education" (FCE), for developing instructional programs for youth and adults that are based on the findings of cognitive and empirical research on literacy. Chapters 3, 4, and 5 contain three case studies that illustrate how concepts of FCE have been used to develop instructional programs for military and civilian populations: (1) Project FLIT (Functional Literacy), U.S. Army literacy programs for cooks, automotive repairers, and communication, medical, and supply clerk workers; (2) Experimental Functional Skills Programs, U.S. Navy reading and mathematics programs for career advancement using teachers, books, computers, and peers; and (3) "Cast-Off Youth: Policy and Training Methods from the Military Experience," a functional context electronics technician's course that integrates basic skills and basic electricity and electronics education. Chapter 6 discusses the need for a conceptual model of adult basic skills development, four principles for program development, and the Instructional Systems Development procedures for developing basic skills or other technical training in work settings. A list of 65 references is attached. (YLB)

ED 342 879 CE 060 085

Community Based Model for Training Ex-Offenders in Entrepreneurial Competencies, Phase II. Final Report.

SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 30 Jun 88
NOTE- 53p.; For a related handbook, see CE 060 515.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Resources; Competence; Correctional Education; *Correctional Rehabilitation; *Criminals; *Entrepreneurship; Postsecondary Education; Program Effectiveness; *Program Implementation; Program Improvement; Publicity; Self Employment; *Small Businesses; Student Recruitment
IDENTIFIERS- *Illinois (Springfield)

An Urban League project in Springfield, Illinois, provided instruction in small business management to persons who had been convicted of a crime. Phase II of the project required designing a self-instructional workbook and tape to be used when classes were not available. A resource guide listing agencies providing assistance to business persons was also developed for use in classroom training or for self-instruction. Phase II involved evaluation of Phase I activities, recruitment, selection of participants, modification of curriculum design, research and selection of resources, use of an advisory council, and program critiques and evaluations. (Included in this packet are the Phase II project report, the resource listing, contacts and referral sources, sample letters used for recruiting, participation criteria, intake application, selection evaluation form, applicant questionnaires used to determine applicants' interests and qualifications, and publicity examples.) (KC)

ED 342 880 CE 060 163

Community College Comprehensive Career Development Model.

PUB DATE- 91
NOTE- 149p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Counseling; *Career Development; Career Exploration; *Career Planning; Community Colleges; Educational Assessment; Educational Development; Educational Strategies; Employment Interviews; Job Placement; *Models; Needs Assessment; Outreach Programs; Self Concept; Self Evaluation (Individuals); Services; Student Employment; Two Year Colleges
IDENTIFIERS- *Central Piedmont Community College NC; National Career Development Guidelines

This document provides information on the following components of Central Piedmont Community College's comprehensive career development model: (1) project mission (universal opportunity for career development) and vision statement; (2) recommendations of the Committee for Planning Comprehensive Career Development; (3) competencies; (4) an outline of the planning process; and (5) the model. Recommendations relate to three components of the model: student services, instruction, and community linkage; assessment is the fourth component. Student services to be provided include a comprehensive career center, job placement center, and more interviewing on campus. Instructional recommendations include offering introductory courses for career development, infusing competencies in the curriculum, integrating with advisement, and emphasizing articulation programs. An advisory committee, evening programs, and outreach program for closing businesses are examples of community linkage activities. Adult competencies are arranged in three categories based on the National Career Development Guidelines: self-knowledge indicators, educational and occupational exploration indicators, and career planning indicators. Five appendices form the bulk of the document: preplanning; initiation and education; exploration and needs assessment; developing a model; and implementation. In the appendices, material and examples of the work done in each step of the planning process are provided; agendas, surveys, activities used in the focus groups and planning retreats are included. (NLA)

ED 342 881 CE 060 231

Contabilidad Elemental e Intermedia. Prontuario. Documento de Trabajo (Elementary and Intermediate Accounting. Handbook. Working Document).

PUB DATE- 91
NOTE- 60p.; For the advanced accounting handbook, see CE 060 232.
LANGUAGE- Spanish

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Accounting; Behavioral Objectives; Business Education; *Clerical Occupations; Course Descriptions; Employment Potential; Job Skills; *Recordkeeping; Secondary Education; Units of Study

This handbook for elementary and intermediate accounting is intended for teaching the basics of recording and calculating business transactions to students preparing to be accounting clerks. The guide begins with a description of the 2-semester course, a list of competencies to be developed, and the terminal objectives. The course outline for elementary accounting covers seven topics: importance of accounting records, double entry, debits and credits, analysis and recording of business transactions, transcribing to a ledger, worksheets, and closing a ledger. The intermediate course covers special types of accounting records, balancing statements, and making adjustments. Teaching strategies are provided for the phases of exploration, conceptualization, and application. A number of evaluation methods are discussed: pretests, assignments, quizzes, longer exams, projects, and assessment of work habits and attitudes. A resource list suggests texts, audiovisual equipment, and materials. The guide also includes suggestions concerning the number of days to allot to each topic and a list of four references. Appendices contain the following: Spanish-English vocabulary list, organized by chapter; elementary accounting pretest with answers, quiz for chapter four and intermediate level examination; forms for evaluating work habits and attitudes, student projects, and oral and written reports; and an averages table for use in grading. (SK)

ED 342 882 CE 060 232

Contabilidad Avanzada. Prontuario. Documento de Trabajo (Advanced Accounting. Handbook. Working Document).

PUB DATE- 91
NOTE- 62p.; For the elementary/intermediate handbook, see CE 060 231.
LANGUAGE- Spanish
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Accounting; Business Education; *Clerical Occupations; Course Descriptions; Employment Potential; Grade 11; High Schools; Job Skills; Payroll Records; *Recordkeeping; Units of Study

This advanced accounting handbook is intended for a 2-semester course for 11th-grade students preparing to be accounting clerks. The guide begins with a course description, a list of competencies to be developed, and terminal and enabling objectives. Two outlines based on recommended texts cover the following topics: review of the accounting cycle; department and payroll accounting; adjustments; partnerships; business objectives; accounts receivable and payable; corporate accounting; and sales. Instructional strategies for developing thinking skills are suggested for the phases of exploration, conceptualization, and application. A number of evaluation methods are described: pretests, assignments, quizzes, examinations, projects, and assessment of work habits and attitudes. A resource list suggests texts, audiovisual equipment, and materials. Other contents include suggested number of days for each topic and six references. Appendices include the following: Spanish-English vocabulary list arranged by chapter and forms for evaluating work habits and attitudes as well as for written reports. (SK)

ED 342 883 CE 060 233

Curso: Procesamiento de Informacion. Prontuario. Revisado (Information Processing Course Handbook. Revised).

PUB DATE- 91
NOTE- 74p.
LANGUAGE- Spanish
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Business Education; *Clerical Occupations; Computer Science Education; Employment Potential; High Schools; Job Skills; *Microcomputers; *Office Automation; *Secretaries; *Word Processing

This handbook is intended for use in teaching the concepts and applications of information processing to secondary and technical institute students preparing to be secretaries, typists, and office clerks. The guide begins with a list of the competencies to be developed, followed by lists of the terminal and enabling objectives for the two phases of the course: theoretical concepts and computer applications. The course outline covers the following topics: (1) in phase one, modern office automation, input, word processing, types of word processors, output, and methods of information dissemination; (2) in phase two, the basics of computer use, file management, function keys, text revision, formatting a document, printing, pagination, and advanced functions. Instructional strategies are described for three phases: exploration, conceptualization, and application. A chart gives the following information for each unit: chapter, topic, page numbers from the reference text, and suggested number of days. The guide also includes grading criteria, suggestions for the instructor, a list of print and audiovisual resources, and a 14-item bibliography in English and Spanish. Appendices include the following: chronology of computer history; information on use of diskettes; procedures for copying, formatting, and using Word Perfect; a table of editing symbols; method for determining achievement of basic skills; forms for recording student achievement, including basic skills, word processing, work habits and attitudes, and written and oral reports; sample lesson plan; and exercises. (SK)

ED 342 884 CE 060 280

Midlife and Older Women in Latin America and the Caribbean.

PUB DATE- 89

NOTE- 450p.; Includes proceedings of the Consulting Group Meeting on Midlife and Older Women in Latin America and the Caribbean: Current Research and Policy Implications (Washington, DC, October 18-20, 1988).

LANGUAGE- English

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Education; Adult Literacy; *Aging (Individuals); Chronic Illness; Demography; Economic Factors; Equal Protection; Family Health; Family Programs; *Females; Foreign Countries; Household Workers; Individual Power; *Latin Americans; Life Style; *Middle Aged Adults; Nutrition; Occupational Safety and Health; *Older Adults; Policy Formation; Sex Role; Sexual Identity; Sexuality; Social Life; Social Planning; Social Support Groups; Socioeconomic Influences; Widowed; Womens Studies

IDENTIFIERS- *Caribbean; *Latin America

Part I of this publication contains a background paper, "The Health and Socioeconomic Situation of Midlife and Older Women in Latin America and the Caribbean" (Sennott-Miller). Part II includes and introduction and the following presentations: "Opening Statement" (Crooks); "Empowering Older Women: An Agenda for the '90s" (de Alvarez); "Occupational Health in Midlife and Older Women in Latin America and the Caribbean" (Paltiel); "Perception and Diagnosis: Two Aspects of Chronic Disease in the Midlife Woman in Uruguay" (Niedworok); "Morbidity and Mortality of Midlife Women in Argentina" (Bianco); "Patterns in Medical Service Use among Midlife and Older Women in Costa Rica" (de Madrigal); "The Health Status of the Puerto Rican Elderly: Public Health Policy Implications" (Aviles, Irizarry); "Medical Care for the Elderly: A Study in Kingston, Jamaica" (Eldemire); "Nutritional Status, Socioeconomic Environment, and Lifestyle of the Elderly in August Town, Kingston, Jamaica" (Mesfin et al.); "Social Policies and Planning for Midlife and Older Women in Latin America: An International Approach" (du Guerny); "Profile of the Mexican Elderly Woman: A Comparative Study" (Bialik); "Social Life among Females Aged 75 and Over in Barbados" (Brathwaite); "Informal Support Systems of Widows over 60 in Puerto Rico" (Sanchez); "Psychosocial Perceptions of the Status of Women over 45 in Colombia" (Dulcey-Ruiz, Segura-Barrios); "Female Sexuality and Aging in Colombia" (Velez); "Problems of Data Collection and Research on Midlife and Older Women" (Ferencic); "Role Changes in the Midlife Woman 45-60 Years of Age in Colombia" (de Pineda); "Widowhood: The Social and Economic Consequences" (Rawlins); "Changing Gender Hierarchies by Cohort in a Brazilian Sugar Plantation" (Aguiar); "Role Changes in Women at Midlife in Argentina" (de Lattes); "The Invisible Worker: Health Conditions of the Domestic Worker in Colombia" (Leon); "Protection of the Elderly Woman in Costa Rica" (Ramirez); "The Aging Female Population in the Caribbean Area: Some Economic Issues" (Scott); "Women and Old Age: Status of the Elderly Woman in Mexico" (de Lehr); "Biopsychosocial Aspects of the Venezuelan Population 60 Years of Age and Older" (Morazzani); "The Aging Woman in Puerto Rico: Public Policy and Priorities" (Cintron); "Socioeconomic Policies and the Status of the Older Woman in Costa Rica" (Blanco); and "Final Report of the Meeting on Midlife and Older Women" (Bianco). (NLA)

ED 342 885 CE 060 347

Kops, Joan, Ed.
Prison Literacy Project Handbook.
PUB DATE- 85
NOTE- 38p.; For a related document, see CE 060 348.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Reading Programs; Community Education; *Correctional Education; Enrollment; Illiteracy; *Literacy Education; Models; Personnel; Program Administration; Program Budgeting; Program Development; Program Guides; Program Implementation; Rehabilitation

Programs; *Tutoring; Tutors; *Volunteers; Volunteer Training
IDENTIFIERS- *Prison Literacy Project PA

This handbook records the creation, development and growth, and stumbling blocks and successes of the Prison Literacy Project (PLP). It is intended to serve as a model for other community groups that are developing their own literacy projects. The handbook provides a history and philosophy of PLP, states PLP's vision and purpose, discusses need, and explains the criteria used for selecting a prison at which to implement the project. Lists of conditioning questions designed to enable groups to work out successful projects, intended results, and intended accomplishments follow. Techniques are briefly discussed, and the management structure, which consisted of 11 project areas, is presented. Each project area is then described in terms of team explanations, job descriptions, and participation opportunities. After a brief description of the project manager, the areas are presented alphabetically as follows: administrator of tutors, community outreach, communications, finance, integrity and well-being, logistics, operations, tutor management, tutor training/student enrollment, and tutor support. A section on enrollment includes an outline that would be helpful in enrolling someone's participation. A section on budget and financial structure discusses budget items, fundraising, and the accounting system. The conclusion lists 22 revised objectives. Appendixes include the following: results to date; the cards process that was used to plan and design the project; timelines and the procedure; volunteer tutor job description; proposed budget; and purpose and intended results of a proposed creative writing workshop. (YLB)

ED 342 886 CE 060 348

Inside Out. Writings from the Prison Literacy Project. Volumes I-II.

PUB DATE- 91

NOTE- 60p.; For a related handbook, see CE 060 347.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Creative Works (Literary and Dramatic) (030)

DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Reading Programs; Books; *Correctional Education; Creative Writing; Illiteracy; *Literacy Education; Prisoners; *Reading Materials; Rehabilitation Programs; *Student Developed Materials; Student Publications

IDENTIFIERS- Prison Literacy Project PA

These two volumes contain writings designed for the new reader who is in prison. Written by both inmates and external volunteers, the material in these volumes includes poems, stories, and short essays that deal with subjects of interest to prison inmates. To help the new reader, easier-to-read pieces are presented first. Titles in volume I are as follows: "Free"; "Nights"; "I've Got a Goal"; "Help"; "Someday"; When I Was a Kid..."; "A Sucker's Dream"; "My Family Doctor"; "A Thought from a Prisoner"; "A Better Way"; "Relieving My Tension"; "Restless"; "This Is My Story"; "Lisa's Story"; "Child Abuse"; "Wishes"; "The Story of Michael Scott"; "Over My Shoulder"; "My Student Is Good--and Bad"; "Stormwatch"; "Gary Allen Goes to Graterford"; "Going to the School"; "Life Inside"; and "Little Larry's Plan". Titles in volume II include the following: "A Day Begins for Andre"; "Confessions of a Broken Man"; "Unspoken"; "Old Head"; "Residents, Inmates, and Convicts"; "My Tutors"; "My Daddy's Job"; "Twice the Benefits"; "Being Daddy"; "Basketball--Why I Enjoy Coaching"; "Breaking the Ice"; "Surprise"; "Today Is Line Day"; "#115 Cell: An Oasis"; "New Urban Warrior"; "The Lifer"; "Anger"; "Fat Mouthing"; and "Prison is a Place." (YLB)

ED 342 887 CE 060 355

Trott, David C.
Anthrogogy.
PUB DATE- Oct 91
NOTE- 44p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Montreal, Quebec, October 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adult Education; *Adult Learning; *Andragogy; *Educational Theories; *Humanistic Education; Learning Strategies; *Lifelong Learning; Models; Systems Approach; Teaching Methods; Theory Practice Relationship
IDENTIFIERS- *Anthrogogy

Confusion and concern about the use of the term "andragogy" generated the question, "Is there a generic set of principles that guide lifelong learning?" The term "anthrogogy" (anthro = human) was created to name the way out of the confusion. To identify the assumptions that constitute anthrogogy and illustrate their relationship with pedagogical and andragogical assumptions, a table modeled after Knowles' (1975) "Learning Resource A" was constructed. This table illustrated the following: (1) the anthrogogical concept of learning is identified as being lifelong; (2) the learner is conceived as being interdependent; (3) the learner's experiences are connected and stretched with new knowledge, experiences, and critical thinking; (4) motivation for learning is survival; and (5) the anthrogogical orientation to learning is holistic. "Gogymania" (Courtenay and Stevenson, 1983) was a resounding call to turn the pedagogy/andragogy debate away from theory building and return to building sound teaching practices. Freire (1970) and Knowles (1975) suggested specific approaches for grounding their theories in practice. A symbol to represent anthrogogy was developed, and the dimensions of a humanistic systems teaching model were identified. The model's seven dimensions are as follows: the student, learning groups, systems thinking, vision, direction and pathways, evaluation, and the teacher. (29 references) (YLB)

ED 342 888 CE 060 381

United Nations Resolutions. Resolution on Prison Education. Resolution on Basic Principles for the Treatment of Prisoners. Resolution on Criminal Justice Education.

PUB DATE- 91
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Civil Rights; *Correctional Education; *Criminal Law; Discipline; *Foreign Policy; Human Dignity; International Organizations; Job Training; *Prisoners; Public Agencies
IDENTIFIERS- *United Nations

This document contains three United Nations resolutions that emphasize the role and practice of prison education. The three resolutions were adopted in 1990: (1) the Economic and Social Council Resolution 1990/20 on prison education; (2) the General Assembly Resolution 45/111 on basic principles for the treatment of prisoners; and (3) General Assembly Resolution 45/122 on criminal justice education. The first resolution affirms the right of everyone to education and recommends that member states promote prison education in the following ways: raising the educational level of prison personnel; focusing on resocialization, literacy, and vocational training; and developing policies that aim at developing the whole person. The second resolution sets out 11 principles for treatment of prisoners, including the following: respecting them as human beings, avoiding discrimination, respecting religious and cultural beliefs, and providing access to employment training and health services. The third resolution encourages the development of criminal justice education, research, and publications. It advocates increased use of education in crime prevention and collaboration between criminal justice and educational agencies. Activities for the Secretary-General are also outlined. (NLA)

ED 342 889 CE 060 391

Maddy-Bernstein, Carolyn; Burac, Zipura T.
Exemplary Vocational Education Programs Serving Postsecondary Special Needs Populations.
PUB DATE- Dec 91
NOTE- 11p.; Paper presented at the American Vocational Association Convention (Los Angeles, CA, December 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Demonstration Programs; *Evaluation Criteria; *Models; Postsecondary Education; Program Effectiveness; *Program Evaluation; *Special Needs Students; *Vocational Education
IDENTIFIERS- *Technical Assistance for Special Populations Prog

In 1989, the Technical Assistance for Special Populations Program (TASPP) developed a process to identify exemplary vocational education programs serving youth and adults with special needs. A national survey was conducted, with responses received from more than 350 professional vocational educators of special needs students in several states. In order to determine the programmatic components and criteria they believed should be used in identifying exemplary programs, respondents were given an array of diverse program and instructional strategies from which to choose, and they were asked to list additional relevant criteria. Respondents favored collecting and analyzing evidence on the implementation and effects of programs significantly more than soliciting nominations from knowledgeable leaders within the field. The self-nomination process used by TASPP to identify exemplary programs focuses on obtaining detailed descriptions of programs based on 20 components that constitute exemplary programs. The components were identified based on an extensive literature review. Once TASPP receives an exemplary program application through the process, the application is reviewed by three recognized leaders in the field using general criteria and the 20 components. Those programs receiving outstanding ratings from this review process are designated as exemplary by TASPP. (Brief description of four programs identified as models by the TASPP process during 1990 are included. The descriptions include outcome information, location, and target populations served.) (KC)

ED 342 890 CE 060 396

Thomson, Sandy

Modularisation and Vocational Education in Scotland.

PUB DATE- Dec 91
NOTE- 8p.; Paper presented at the American Vocational Association Convention (Los Angeles, CA, December 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Competency Based Education; Curriculum Development; Faculty Development; Foreign Countries; Higher Education; *Learning Modules; *Teacher Education; *Technical Institutes; *Vocational Education; *Vocational Education Teachers
IDENTIFIERS- *Scotland

In Scotland, vocational education at the professional level takes place in colleges and universities and at the craft and technician level, in further education colleges. Most of the further education/higher education curriculum has been modularized. The following benefits of modularization are claimed: rationalization of resource provision; accommodation of credit transfer; accreditation of experiential learning; tailoring of programs for corporate customers; facilitation of course redesign; improved access for part-time students; allowance of a significant degree of student choice; and improved feedback to students on their performance. Subjective perceptions of one educator's experience indicate that rationalization of provision and student choice appear to be less in evidence than predicted, but most of the remaining advantages of modularization seem to have been delivered. The main criticisms center on three general themes: fragmentation of the curriculum, individualization of the educational experience, and challenges to program management. The Scottish School of Further Education (SSFE) provides a program of 40 30-hour modules for vocational educators working in colleges of further education. It copes with program management by using a computer for student recordkeeping, two full-time office staff, and standard letters. Individualizing of the learning experience does not seem to be a major problem in practice. (YLB)

ED 342 891 CE 060 399

Tedesco, Angelo J.
Technology Transfer.

PUB DATE- Dec 91
NOTE- 14p.; Paper presented at the Annual Meeting of the International Vocational Education and Training Association (Los Angeles, CA, December 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Improvement; Educational Needs; Foreign Countries; Postsecondary Education; Secondary Education; Technical Assistance; *Technological Advancement; *Technology Transfer; *Transfer of Training; *Vocational Education

In the future, it will become more important and more challenging than ever for the vocational education system to deliver a competent work force. To develop a system that can produce competent workers, teachers and administrators must understand how cognitive domains relate to technology transfer--that is, to what extent can students perform the activities for which they were trained? The domains of knowledge, skill, and attitude must be in balance if there is to be a maximum transfer of technology by vocational programs. Basic levels of learning can be characterized as "general knowledge," "working knowledge," and "qualified knowledge." Qualified knowledge represents the highest level. A student who has reached it has the ability to recognize common factors and bring new sources and types of information to bear on a new solution. At this level, knowledge and skills are learned in sufficient breadth and depth for the student to transfer earlier learnings to a new set of circumstances, including reflecting on the consequences expected if action is taken. The challenges of technology transfer vary by the settings in which they occur; they can involve developed and developing nations. The process includes technology selection, technology transfer, use of the technology, adaptation of the technology to local needs, improvement, and the generation of new technologies. Throughout this process, training is required if the technology transfer is to be successful. (KC)

ED 342 892 CE 060 401

Wolansky, William D.; Kang, Charles Tze-Li

A Comparison of Curriculum and Career Choices of Senior School Students in Taiwan and the United States.

PUB DATE- 9 Dec 91
NOTE- 22p.; Paper presented at the Annual Meeting of the American Vocational Association (Los Angeles, CA, December 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Choice; Cross Cultural Studies; *Cultural Differences; *Cultural Influences; Educational Attitudes; Foreign Countries; High Schools; *High School Students; Noncollege Bound Students; *Occupational Aspiration; Parent Influence; Social Influences; Sociocultural Patterns; Student Attitudes; *Vocational Education
IDENTIFIERS- *Taiwan; United States

For a cross-cultural comparison of curriculum and career decisions made by high school students in vocational programs in Taiwan and the United States, a random sample of high school students enrolled in vocational education in Taiwan and in 10 selected states in the United States were mailed a self-administered questionnaire. Responses were obtained from 745 of 1,000 U.S. students and 1,477 of 2,000 Taiwanese students. Comparisons were made regarding curriculum choice, career choice, prospect of employment upon graduation, attitude toward continued education and training, and work experience. Some of the significant differences found between the two sample groups included the following: (1) Taiwanese students said that interest and desire to work with technical subjects were two major reasons for their curriculum choice, whereas U.S. students listed ability to succeed and seeing a good future as their main reasons for curriculum choice; (2) Taiwanese students perceived more influence from parents and relatives than did U.S. students in making career choices; (3) teachers and parents were the most important influence on career choice for the Taiwanese students, whereas U.S. students relied on information and advice from counselors and others more than from parents in making career choices; (4) U.S. students also looked for employment opportunity information when they were making their career choices; and (5) U.S. students desired high

initial wages, and Taiwanese students desired creative and challenging jobs. The study confirmed that country or culture is a dominant factor influencing student perceptions, expectations, and choices. (16 references) (KC)

ED 342 893   CE 060 414

Phelps, L. Allen; And Others
An Agenda for Leadership: A Report on Ohio's Vocational and Technical Education System.
SPONS. AGENCY- Ohio State Commission on Education Improvement, Columbus.
PUB DATE- 30 Jun 91
NOTE- 91p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Education; *Articulation (Education); Competency Based Education; Curriculum Development; *Educational Change; Educational Cooperation; Educational Finance; *Educational Policy; Education Work Relationship; *Integrated Curriculum; Leadership Responsibility; Master Plans; Postsecondary Education; Professional Development; Public Opinion; Resource Allocation; School Business Relationship; School Surveys; Secondary Education; *Technical Education; *Vocational Education
IDENTIFIERS- *Ohio

Recommendations were made for improving articulation between and identifying ways to increase the effectiveness of Ohio's secondary and postsecondary vocational and technical education institutions. The study focused on four areas crucial in Ohio: program articulation between secondary and postsecondary institutions; collaboration with business and industry; services to special populations; and integration of vocational and academic education. Study methods were as follows: interviews were conducted with state officials; Ohio policies were reviewed; a survey was conducted of secondary and adult vocational education and two-year college technical program administrators (n=214, 60% response); and four community case studies were completed. Six conclusions were reached: (1) loose program coordination results in competition for secondary and adult students; (2) the public image of programs has diminished despite growing academic and workplace requirements; (3) staffing and fiscal reductions have constrained secondary reform; (4) initiatives are needed to involve businesses; (5) an integrated view of education as preparation for work is needed; and (6) professional development opportunities are limited. The following policy recommendations emerged from the study: (1) a master plan for coordination of work force education and training programs is needed; (2) tax incentives should be considered; and (3) resource reallocations must focus on program improvement, professional development, and performance-based assessment; business, industry, and labor participation; and curriculum revision and reform. (A glossary, surveys, and accompanying cover letters are included.) (NLA)

ED 342 894 CE 060 416

McAlister, Annette, Comp.
Adult Education: 353 Special Projects, Commonwealth of Pennsylvania. Project Abstracts, Fiscal Year 1991.
PUB DATE- 90
NOTE- 69p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Correctional Education; Counseling; Curriculum Development; Daily Living Skills; *Demonstration Programs; Disadvantaged; English (Second Language); Family Programs; High School Equivalency Programs; *Literacy Education; Program Descriptions; Program Implementation; Reading Instruction; *Staff Development; Teaching Methods; Tutoring
IDENTIFIERS- *353 Project; Family Literacy; *Pennsylvania; Workplace Literacy

This document contains descriptions of 55 adult education experimental demonstration projects and 18 adult education staff development projects conducted in Pennsylvania in fiscal year 1991. The projects are funded through Section 353 of the Adult Education Act of 1988. Each description includes a project number, project costs, contact person with address, abstract, expected products, and project descriptors. The projects address various needs related to adult basic education instruction, General Educational Development test preparation, English-as-a-Second-Language instruction, family literacy, and workplace literacy. Some representative projects include the following: adult basic education student support group; Adult Education Clearinghouse; alumni association for special needs adults; a computer-based mathematics program for the learning disabled adult; development and evaluation of a model family literacy program; the effective implementation of word-of-mouth recruitment; English-as-a-Second-Language literacy handbook; family literacy on tape; senior survival skills training; prevocational clerical skills; printing and literacy project; program management by computer; thinking and reading for entry-level workers; adding family literacy to tutor training; computer literacy staff training; and the Pennsylvania-Ohio staff development conference. A list of descriptors and indexes of descriptors, project numbers, agencies, and project directors are appended. (KC)

Werner, Evelyn, Comp.
Adult Education: 353 Special Projects, Commonwealth of Pennsylvania. Project Abstracts, Fiscal Year 1992.
PUB DATE- 91
NOTE- 76p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Correctional Education; Counseling; Curriculum Development; Daily Living Skills; *Demonstration Programs; Disadvantaged; English (Second Language); Family Programs; High School Equivalency Programs; *Literacy Education; Program Descriptions; Program Implementation; Reading Instruction; *Staff Development; Teaching Methods; Tutoring
IDENTIFIERS- *353 Project; Family Literacy; *Pennsylvania;

Workplace Literacy

This document contains descriptions of 66 adult education experimental demonstration projects and 18 adult education staff development projects conducted in Pennsylvania in fiscal year 1992. The projects are funded through Section 353 of the Adult Education Act of 1988. Each description includes a project number, project costs, contact person with address, abstract, expected products, and project descriptors. The projects address various needs related to adult basic education instruction, General Educational Development test preparation, English-as-a-Second-Language instruction, family literacy, and workplace literacy. Some representative projects include the following: assessing individuals with learning differences, problems, and disabilities; auditory aspects of reading/writing instruction; closed caption application for adult literacy students; computer connections; deaf adult literacy tutor handbook revision; developing new reader support groups through book discussions; math without fears; international booklet of idioms and recipes; bringing good coping skills materials to more adult students; study skills for single parents; success stories--from learning to earning; meeting the needs of the adult low-level reader; national issues forums--citizenship through literacy; staff and board development; and training on domestic violence issues for adult basic education/literacy instructors and counselors. A list of descriptors and indexes of descriptors, agencies, and project directors are appended. (KC)

ED 342 896 CE 060 419

Developing a Computer Data File: Signs, Illustrations, and Vocabulary for Use with and by Hearing-Impaired Adults.

SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE- 91
NOTE- 193p.; For the dictionary, see CE 060 420.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accessibility (for Disabled); Adult Basic Education; *Adult Literacy; *American Sign Language; Computer Uses in Education; Daily Living Skills; *Database Design; Database Management Systems; *Databases; *Deaf Interpreting; *Deafness; Hypermedia; Literacy Education; Microcomputers; Teaching Methods
IDENTIFIERS- 353 Project; *Workplace Literacy

A project developed a computerized data file of essential vocabulary, signs, and illustrations to be used to train deaf or hearing-impaired adults. Project activities included the following: designing a data entry and retrieval system for the project; identifying the interactive vocabulary most needed by deaf employees and their co-workers; illustrating the signs from American Sign Language (ASL) for each concept; illustrating the concept; writing definitions and sentences for each concept; and entering the data into a Macintosh computer Hypercard file. The end product is a set of more than 500 data cards with workplace-relevant vocabulary, each including an illustration of the signed work or phrase in ASL, a description of how to make the sign, a definition of the word or phrase, a series of work-related sentences using the word/phrase, and an illustration demonstrating the meaning of words that can be pictured. The cards are divided into 28 topic areas. The data may be accessed directly on the computer or may be printed out into little dictionaries of vocabulary for use by literacy trainers, employers, or employees at work sites. (This report

includes four appendixes: an alphabetical listing of datafile entries, a categorical listing of datafile entries, sample printout options, and resumes of project staff.) (Author/KC)

ED 342 897 CE 060 420

Workplace Concepts in Sign and Text. A Computerized Sign Language Dictionary.

SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE- 91
NOTE- 500p.; The hardware and software requirements are: a Macintosh Computer with ability to read a high density floppy disk and a version of Hypercard that is either the 2.0 or subsequent version. For a related report, see CE 060 419.
LANGUAGE- English
EDRS Price- EDRS Price - MF02/PC20 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Accessibility (for Disabled); *Adult Basic Education; *Adult Literacy; Computer Uses in Education; Daily Living Skills; *Database Design; Database Management Systems; *Databases; *Deaf Interpreting; *Deafness; Literacy Education; Microcomputers; Sign Language; Teaching Methods
IDENTIFIERS- 353 Project; *Workplace Literacy

This document is a dictionary of essential vocabulary, signs, and illustrations of workplace activities to be used to train deaf or hearing-impaired adults. It contains more than 500 entries with workplace-relevant vocabulary, each including an illustration of the signed word or phrase in American Sign Language, a description of how to make the sign, a definition of the word or phrase, a series of work-related sentences using the word/phrase, and an illustration demonstrating the meaning of words that can be pictured. The entries are divided into 28 topic areas: pronouns; size/shape/quantity; health/hospital; common signs; on the job; interview/forms; safety/survival; bank/money; supermarket; time/schedule; computers; directions/reinforcement; family relationships; questions; fruits/vegetables; mail room; people; fast food/restaurant; around the house; desserts/snacks; adult day care; drinks; colors; containers/utensils; police; holidays; feelings; and common phrases. Directions for using a Macintosh computer disk to access the dictionary or make printouts are included. (KC)

ED 342 898 CE 060 421

Maher, Elizabeth
Computer Literacy: Staff Training. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE- 30 Jun 91
NOTE- 74p.; A list of software by subject in the appendix will not reproduce clearly due to light print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Adult Programs; *Computer Literacy; Computer Software Evaluation; *Computer Uses in Education; *Curriculum Development; *Inservice Teacher Education; *Literacy Education; Outcomes of Education; Program Effectiveness; Program Implementation; *Staff Development
IDENTIFIERS- 353 Project

A computer-literacy staff training program was designed to provide adult basic education (ABE) instructors and staff with basic computer skills. A curriculum using both Apple IIe computers and IBM personal computers was developed and software obtained. Eight instructors and nine administrative staff members of local literacy programs completed 10 hours or more of computer literacy training during the year-long program. After basic skills instruction, the program continued to assist each instructor in developing the skills necessary to evaluate educational software packages for inclusion in their curriculum. Additionally, the program sought to help instructors and staff use class management and reporting software as well as word processing, spreadsheet, and database software to improve efficiency in completion of administrative tasks involved in reporting on programs. Ongoing evaluation of the program showed that it had accomplished its objectives. (An appendix contains the following: a list of the software and equipment used; curriculum outline; software evaluation form and evaluation checklist; glossary; and illustrated instructions for using disks, the keyboard, and the disk drives.) (KC)

ED 342 899 CE 060 425

The Effective Implementation of Word-of-Mouth Recruitment: A Staff Development Package. Final Report.

SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE- 91
NOTE- 37p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Literacy; *Human Services; Information Networks; Instructional Materials; *Literacy Education; Reading Difficulties; *Referral; *Staff Development; *Student Recruitment; Videotape Recordings
IDENTIFIERS- 353 Project

Literacy councils in central Pennsylvania recruited more potential students within their communities and increased the number of students enrolling in their programs through a staff development project. Direct-service personnel from local human service agencies that constituted important referral sources for literacy councils were targeted for training. Efficient training of 50 direct-service personnel was achieved through a 15-minute videotape, "Literacy and You--The Vital Connection," and an accompanying reference guide. The professionally produced videotape and guide fulfilled two goals: (1) increasing the literacy awareness of the direct-service personnel and the means to remediate the problem; and (2) helping human service providers to identify common behaviors demonstrated by clients concealing reading difficulties and training them to use word-of-mouth recruitment sensitively. The video/handbook presents the following information to participants: statistics on the educationally disadvantaged; function of and services provided by literacy educators; reasons for adult literacy education; concealing tactics used by disadvantaged adults; role-modelled interactions demonstrating recruitment; and enrollment tips. Participants in the training had mostly positive evaluations of the video and handbook. (Project administration, evaluation, coordination and dissemination, actual time schedule, results, conclusions, five recommendations, four references and one appendix, an evaluation questionnaire, are included.) (Author/NLA)

ED 342 900 CE 060 427

Adding Family Literacy to Tutor Training. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE- Jul 91
NOTE- 53p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Beginning Reading; *Childrens Literature; Cooperative Programs; Day Care; Elementary Education; Instructional Materials; *Intergenerational Programs; *Literacy Education; Preschool Education; Reading Difficulties; Reading Improvement; *Teacher Education; *Tutors; Workshops
IDENTIFIERS- 353 Project; *Family Literacy

The Greater Pittsburgh Literacy Council (GPLC) worked with Beginning with Books (BWB) to develop a family literacy component for tutor training. Four objectives were achieved: (1) a family literacy segment was added to the beginning tutor training course; (2) tutor trainers were prepared to present the segment; (3) family literacy materials for trainers and tutors were developed; and (4) 14 workshops were held for 282 tutors from July 1, 1990 to June 30, 1991. The project retained adult learners who might have dropped out of adult education because of lack of child care. BWB provides a volunteer who reads to and does educational activities with the child (aged 3 to 10 years) at the same site and time that the parent receives literacy training from GPLC. (Nine appendices are included: tutor training agenda; trainer's manual section; tutor manual insert; children's books used in training; interviewer accomplishment checklist; anecdotes reported by students; Beginning with Books fact sheet; tutor's monthly report form; family literacy kit excerpt from Push Literacy Action Now, tips for parents pamphlet, and a list of books to begin with in the form of a pamphlet.) (NLA)

ED 342 901 CE 060 428

Molek, Carol

Together We Learn: Family Literacy.

SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE- 91
NOTE- 114p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Adult Programs; *Basic Skills; Child Development; Curriculum Development; Individual Differences; Individualized Instruction; Instructional Materials; *Intergenerational Programs; Language Skills; Lesson Plans; *Literacy Education; Mathematics Skills; *Parent Child Relationship; Preschool Education; Reading Skills; Writing Skills
IDENTIFIERS- 353 Project; *Family Literacy

A project provided family literacy services in Lewistown, Pennsylvania. The "Together We Learn" project had four objectives: (1) promoting family literacy by using the Project PACT (Parents and Children Together) model in two 10-week sessions; (2) improving parents' basic skills so they can work better with their children; (3) assisting parents in learning appropriate expectations for children and understanding individual differences; and (4) encouraging enrolled parents to seek out other adult education training opportunities to plan the next step of their development. Success of the project was measured in the following ways: modification of the PACT curriculum; results of pre-post questionnaires; service provided to 32 adult basic education parents; favorable feedback from participating groups; and the continuation of 18 parents into other adult training. (The bulk of the document, an appendix, contains the following: sample schedule; pre-post test; public relations material; sample PACT reading lessons; and the summer curriculum. The summer curriculum includes eight weekly lessons: feelings, friends, and special holidays; the first day of summer; flowers; rainbows; growing things; summer insects; animals; and picnic and scavenger hunt.) (NLA)

ED 342 902 CE 060 430

Senior Survival Skills Training.

SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.

PUB DATE- 15 Aug 91

NOTE- 94p.; Report contains broken type which will not reproduce clearly.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Adult Education; Communication Skills; *Daily Living Skills; *Educational Gerontology; Educational Strategies; Individual Differences; Interpersonal Competence; Mathematics Skills; Nutrition Instruction; *Older Adults; *Rural Areas; Services; Social Networks; Volunteers

IDENTIFIERS- 353 Project

A demonstration project established the need for, interest in, and the feasibility of an ongoing, volunteer-based, educational program designed to meet the specific needs of the elderly population in a rural county. The program established training sessions, attracting participation in the sessions and developing a network of interested community representatives. Programs were held at Seniors Centers in West Greene, Pennsylvania. Several barriers facing seniors who want educational services were addressed: transportation; hesitancy to try new things; different attention and focus from younger

adults; differing interests; and differing materials and techniques. Senior citizens participating in the program wanted to remain independent and self-sufficient, but were unable to because of low-level communication and/or computational skills. Curriculum packets focused on nutrition, access to services, medical information, applications for benefits; and social skills. Five focus sessions trained 395 seniors. (The bulk of the document contains six appendices: curriculum supplements; handouts; newspaper articles and fliers; attendance information; evaluation survey; and senior survival skills training coordinator's diary.) (NLA)

ED 342 903 CE 060 431

A Student-Centered Approach to Adult Literacy in Allegheny County: Adoption of a Nationally-Recognized Model Small Group Instruction in Math. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE- Jul 91
NOTE- 45p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Adult Programs; *Cooperative Programs; *Literacy Education; *Mathematics Instruction; Program Effectiveness; Program Implementation; *Small Group Instruction; Tutoring
IDENTIFIERS- 353 Project; *Greater Pittsburgh Literacy Council PA

The Greater Pittsburgh Literacy Council offered a pilot program for instruction in mathematics in conjunction with its literacy program. The small group collaborative model was used. The council trained 20 tutors in a 12-hour basic reading workshop, then started 13 groups in 9 neighborhoods. Groups of about five students and a tutor met once each week for 1.5 hours. Sessions were held in 12-week cycles to provide convenient entry and exit points and opportunities for evaluations. Attendance at 75 to 80 percent of the class meetings was to be rewarded with a certificate. Eighty students received instruction through these groups. Cooperation among students, tutors, program staff, and the literacy staff was essential for the success of the program. Evaluation of the project showed that inclusion of the mathematics groups strengthened and enriched the literacy program. (Ten appendixes provide examples of the following project materials: a certificate, a student goal checklist, an interviewer letter, a newsletter article, a list of opportunities for volunteers, mathematics and reading tutor's group evaluation forms, a students' group evaluation form, a mathematics journal, and a tutor's communication form.) (KC)

ED 342 904 CE 060 432

Strengthening and Developing GED Alumni Associations in Washington and Greene Counties.

SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.

PUB DATE- 26 Jul 91

NOTE- 72p.; Photographs in the appendixes will not reproduce clearly.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Programs; Adult Students; *Alumni; *Alumni Associations; *High School Equivalency Programs; *Organizational Development; Organizational Effectiveness; *Organizational Objectives; Program Development; Publicity

IDENTIFIERS- 353 Project; General Educational Development Tests; *Pennsylvania (Greene County); *Pennsylvania (Washington County)

A project was conducted in Pennsylvania to strengthen the Greene County General Educational Development (GED) alumni association and to create a GED alumni association in Washington County. Four activities were conducted to strengthen the Greene County chapter: (1) a newsletter was produced; (2) an awards banquet was held; (3) a schedule of regular meetings was established; and (4) a support network of adult education providers, human services providers, and other interested community members was formed. In order to encourage formation of the Washington County association, alumni there were invited to participate in the Greene County activities; the Washington County alumni later organized a Christmas book exchange and a recognition reception in the spring. A final report was produced documenting the year's activities--describing those that worked and those that did not. (Appendixes include the following: copies of newsletters; and evaluation survey; results of surveys in Greene and Washington counties; pictures; programs; meeting agendas; articles in newspapers; and communication with alumni.) (Author/KC)

ED 342 905 CE 060 433

Thinking and Reading for Entry Level Workers.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE- 91
NOTE- 70p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; Basic Skills; *Cooperative Programs; Educational Strategies; Education Work Relationship; *Entry Workers; Food Service; Functional Literacy; Health Occupations; Hospitality Occupations; Hotels; Housekeepers; Machinery Industry; Maintenance; Occupational Clusters; Occupational Information; *Reading Skills; *Small Businesses; *Task Analysis; Teaching Methods; *Thinking Skills
IDENTIFIERS- 353 Project; Pennsylvania; Workplace Literacy

A pilot project demonstrated that cooperative training programs are effective and cost efficient for small businesses. Common entry-level reading and thinking tasks were identified in a variety of occupational areas. Five growing occupational areas were identified: industrial/machine operator; health care; food preparation; hotel/hospitality; and housekeeping/maintenance. Data were collected on 43 entry-level jobs in those occupational areas, and job duties and materials were analyzed to determine the required skills. Vocabulary schematics, reading, and thinking tasks were identified across occupational areas. Common tasks were matched with innovative instructional techniques and incorporated into a classroom using the functional context approach. A pilot group of 15 students were taught using techniques from the literacy task analysis and actual workplace materials. Pre- and post-tests indicated that these techniques were effective. (Eleven references are attached, and seven appendices containing the following are included: sample newsletter, flyer, and sample letter contacting employers; occupational areas by company participation, employer names, and job categories; data collection forms; general vocabulary schematics, reading and thinking tasks; instructional techniques, seven-item bibliography of materials, and student survey form; participating employers report; and cover letter from participating employers report.) (NLA)

ED 342 906 CE 060 434

Strunk, Sandra J.
Word Processing/Language Experience Tutorial Handbook. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE- 91
NOTE- 113p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Computer Software; *Computer Uses in Education; Daily Living Skills; English (Second Language); Language Experience Approach; Literacy Education; Microcomputers; *Programed Tutoring; *Word Processing; *Writing Instruction
IDENTIFIERS- 353 Project; *Apple IIe

This handbook, developed for an adult learning center in Pennsylvania, uses word processing instruction on Apple IIe computers to promote student writing. The handbook was designed for use by adult basic education, General Educational Development, and English-as-a-Second-Language students who read at a fourth-grade level or higher. In the 15 lessons of the handbook, computer terminology is introduced gradually, and drills are available for vocabulary reinforcement. Writing activities use the language experience approach, with each one dealing with an aspect of students' daily lives. Word processing and writing skills covered in the lessons are the following: computer parts; the keyboard; the main menu; adding new files to the desktop; beginning word processing; sentences; printing documents; updating files; paragraphs; moving words around; using the tab key; formatting text; arranging details in spatial order; formatting characters; and persuasive paragraphs. The handbook contains a glossary of software commands, an answer key, and an index. In addition to the handbook, a brief project report and two issues of a newsletter containing student contributions are included. (KC)

ED 342 907 CE 060 435

PASSAGE. "Your Workplace and Job-Skills Information Newsletter."
Fiscal Year 1990-1991. Ten Issues.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
Div. of Adult Basic and Literacy Education Programs.
PUB DATE- 91
NOTE- 107p.; For the 1989-90 issues, see ED 324 473.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Failure; Adult Basic Education; Adult Literacy; Career Counseling; Communication Skills; *Employment Potential; Employment Problems; Job Placement; *Job Search Methods; *Job Skills; Job Training; Labor Market; *Literacy Education; *Newsletters; Occupational Surveys; Self Help Programs
IDENTIFIERS- 353 Project; *Workplace Literacy

This document consists of 10 issues of a workplace and job-skills information newsletter specifically designed for adult education program practitioners and their students. A report preceding the newsletters notes that the 1990-91 newsletters were issued to 2,200 program administrators, directors, counselors, volunteers, and their students. PASSAGE assists adult learners with making decisions about career options, described higher education and job training opportunities, and provided examples of building communication skills. PASSAGE offers information for adult educators on helping students to overcome academic and employment barriers. This document contains 10 issues of the newsletter, from September 1990 to June 1991, covering 20 subject areas: expectations in today's workplace; job search tools; highlighting careers; employment/educational services; developing workplace communication skills; teamwork in the classroom/workplace; higher education opportunities; technology in the workplace; information for instructors; self-help/inspirational articles; workplace terms and definitions; labor market surveys/projections; success stories; reader input; the student access page--an insert used as a hands-on employment/educational skills' tool for the classroom; career development tools; on-the-job skills; innovative classroom activities; and job search campaign exercises. (NLA)

ED 342 908 CE 060 436

Head Start for Learning Disabled Students. Final Report 1990-1991.

SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE- 30 Jun 90
NOTE- 30p.; Handwritten evaluations by students will not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Basic Education; *Adult Students; *Learning Disabilities; *Mathematics Instruction; Pattern Recognition; *Reading Instruction; Sight Method; Teaching Methods
IDENTIFIERS- 353 Project; Reading Area Community College PA

A project was conducted at Reading Area Community College (Pennsylvania) to develop the basic reading, writing, and mathematics skills of students with learning disabilities, to develop the self-esteem of these students, to motivate them, and to develop a model program that could be used by other adult education providers. The project featured a special open-ended class for adult basic education students who had learning disabilities and who had experienced repeated failure in school. The class was conducted by a teacher trained to deal with learning disabilities. The special class used nontraditional teaching techniques, including "sight/sound reading" and "tic-tac-toe math." During the project, 13 students entered the class, and 9 students reached their learning goals. The students were extremely pleased and proud of their achievements, because they had had academic problems most of their lives. (Appendixes include an evaluation form and handwritten evaluations by students.) (KC)

ED 342 909 CE 060 439

ENCORE. The Next Step by the Improvisation Theatre Group!

SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE- 30 Jun 91
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Creative Dramatics; Functional Literacy; *Improvisation; *Literacy Education; *Outreach Programs; Role Playing; Rural Areas; *Videotape Recordings
IDENTIFIERS- 353 Project; Pennsylvania (Susquehanna County)

A proven, successful adult basic literacy improvisation theater project was expanded through development of videotapes. Because rural Susquehanna County, Pennsylvania, consists solely of a number of small towns, traveling great distances to do presentations made outreach difficult. Project staff conducted the following activities: purchased a video monitor, recruited additional improv players, outlined additional skits that were given to players, scheduled presentations and public exposure to previously unavailable groups, streamlined evaluation methods, and kept records and scrapbook. Sixteen performances were arranged during fiscal year 1990-91; four other performances were produced for such groups as council members and Friends of Literacy. A total of 2,729 people were reached through the 16 performances. Other literacy providers requested copies of the tape. Evaluation included recording feedback during question and answer periods at each performance and questionnaires distributed at the end of each performance. All audiences were found to be more receptive to skits rather than to slides or a verbal presentation. (A program and the questionnaire are appended.) (YLB)

ED 342 910 CE 060 440

Student Apprenticeship Linkage in Vocational Education.
PUB DATE- 92
NOTE- 8p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Apprenticeships; *Cooperative Programs; Equipment; High Schools; Nontraditional Students; *School Business Relationship; Technological Advancement; *Vocational Education; Work Experience Programs
IDENTIFIERS- Technology Education

The Student Apprenticeship Linkage Program bridges skill training programs in secondary schools with high technology apprenticeship training programs in industry. The program returns quality to Alabama's Vocational Education System and meets work force needs of business and industry. The program has eight objectives: demonstrate a model for coordination; provide a source of skilled workers; provide a mechanism for community involvement; enable employers to decrease training costs; permit student use of state-of-the-art equipment without excessive capital outlays by schools; provide early entry of students into programs; encourage nontraditional populations to enter high technology occupations; and provide employers' student assessment opportunities prior to permanent employment. High school students completing at least 1 year of vocational training in the 10th or 11th grade in an apprenticeable trade are eligible to participate in the program. Participants work in a cooperative education program and work 20 hours per week while seniors in high school. The business/industry is reimbursed one-half of the student's wages up to $2.25 per hour. After graduation, the student enters the full-time apprenticeship program. For the 1991-1992 school year, 216 students are enrolled with 163 companies in 46 occupational areas. (A list of areas of training is included.) (NLA)

ED 342 911 CE 060 441

Araujo e Oliveira, Joao Batista
The Learning Basis of Automated Factories: The Case of FIAT.
Training Discussion Paper No. 86.

PUB DATE- 91
NOTE- 36p.; Cover title varies slightly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; *Automation; Educational Needs;

Foreign Countries; Inplant Programs; *Job Skills; *Job Training; Lifelong Learning; Manufacturing Industry; Motor Vehicles; *Needs Assessment; *Organizational Change; Retraining; Skilled Occupations; *Technological Advancement; Work Environment
IDENTIFIERS- *Fiat Corporation; Italy

As part of a study on the impact of automation on training, extensive interviews were conducted at two of Fiat's plants, Termoli and Casino, Italy. Termoli, a plant built in the mid-1980s with automation in mind, production of engines and gear boxes was very much integrated by automation devices. Casino produced some individual components but was basically an assembly plant with the highest level of integrated automation in Europe. Data on personnel at both plants confirmed that the majority of workers were not skilled, but a relatively high number of skilled workers were necessary for automation. New training needs arose from the complexity of the new equipment, configuration of the machines, and division of work among workers. Skill requirements were also defined by production goals--flexibility, efficiency, quality, and a better and safer work environment. Three of the jobs most affected by automation were operators, maintenance crew members, and line technicians. Training took place before operations began; a significant portion consisted of formal courses. The study also explored why and how modern manufacturing firms were becoming more learning- than technology-intensive organizations. Formal training was found to be only part of what was required; a great amount of learning could occur only on the job. Learning for high tech operations was shown to be acquired through carefully designed and orchestrated organizational practices. (13 references) (YLB)

ED 342 912 CE 060 442

Araujo e Oliveira, Joao Batista
Institutional Alternatives for High-Tech Training: The Case of ISVOR-FIAT. Training Discussion Paper No. 87.
PUB DATE- 92
NOTE- 31p.; Cover title varies slightly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Corporate Education; Cost Effectiveness; Educational Planning; Educational Policy; Foreign Countries; Job Skills; *Job Training; *Labor Force Development; *Needs Assessment; *Proprietary Schools; Resource Allocation; Retraining; Technical Education; *Technological Advancement
IDENTIFIERS- *Fiat Corporation

ISVOR (Societa di Sviluppo e Addestramento Industriale) was incorporated in 1978 as an independent organization owned by Fiat to provide all training services. In 1988, in the area of technical training alone, ISVOR offered 534 different training programs to over 29,500 participants, in a total of approximately 348,000 man/days. Four characteristics of ISVOR highlight its strategic role in training for new work technologies. To interpret the needs of today while anticipating those of tomorrow, ISVOR undertakes several layers of planning activities. It analyzes the impact of new work technologies on organizational functions, analyzes further training needs associated with these new requirements, takes into consideration actual job descriptions in each plant, and makes external and internal pressures compatible. Before formulating its consolidated training program, ISVOR takes into consideration the specific training goals of each plant, compatibility with the overall training strategy of the group, and capacity of the institution to mobilize resources to respond to the demand for training. ISVOR uses a flexible training system that consists of the following elements: an integrated training structure; modular approach to the development of training; client-based, flexible approach to training delivery; and incorporation of computer- and video-based technologies. ISVOR's staffing patterns and practices help ensure self-renewal. The profile of staff is basically technical, the job description is broad, and staff development policies play a critical role. The development of ISVOR raises two issues: the changing of training institutions and the new challenges high technology brings to education and training institutions. (YLB)

ED 342 913 CE 060 443

Leigh-Doyle, Sue

Increasing Women's Participation in Technical Fields. A Pilot Project in Africa. Training Discussion Paper No. 90.

PUB DATE- 92

NOTE- 25p.; Cover title varies slightly.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Developing Nations; Elementary Secondary Education; Enrollment Influences; Enrollment Rate; *Enrollment Trends; Females; Foreign Countries; Labor Force Development; *Nontraditional Occupations; Postsecondary Education; Program Development; Program Implementation; Sex Discrimination; Sex Fairness; Teacher Characteristics; *Technical Education; Vocational Education; *Womens Education

IDENTIFIERS- *Africa; Polytechnics

In 1988, the Commonwealth Association of Polytechnics in Africa (CAPA) in collaboration with the International Labour Organization established a pilot project to address the issue of underrepresentation of women in technical education and training. The Women in Technical Education and Training Project (WITED) was based on six key strategic elements necessary to increase and maintain women's participation. The elements were as follows: (1) contact and cooperation with an international and regional network of institutions; (2) institutional involvement in project design and implementation; (3) pilot action research phase; (4) training and awareness raising for the project staff; (5) policy seminar; and (6) information dissemination. Research explored women's participation in technical training and employment and the main obstacles. Findings indicated that the number of women enrolling in polytechnics had increased gradually, but women were only 24 percent of the students. The average participation rate in technical programs was 12 percent. Fifteen percent of polytechnic teachers were women. Women represented 4 percent of all technical workers. Barriers were grouped under three main headings: those found in education and training systems and policies, in employment, and in society. Changes were recommended in four main target areas: national level, primary and secondary school systems, technical and vocational training systems, and formal sector employment. (Appendixes include a 16-item bibliography and 6 tables.) (YLB)

ED 342 914 CE 060 444

Molnar, David P.

Model Video/Computer Based Alternative Delivery System.

SPONS. AGENCY- Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE- 90
NOTE- 12p.; Cover title is: "A Model Computer/Modem Course Delivery System. NWTC Electronic Campus."
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Managed Instruction; Computer Uses in Education; Distance Education; *Electronic Mail; Independent Study; *Microcomputers; Modems; Student Centered Curriculum; Teaching Methods; Two Year Colleges

The Northwest Wisconsin Technical College Electronic Campus (NWTC/EC) is an electronic bulletin board system that delivers courses via IBM microcomputer and telephone modem. Computer-based course delivery focused on the inservice training for economic development, student services, division coordinators, and branch campus departments at NWTC to ensure familiarity with and support of the promotion of computer delivery. Inservice sessions were held on the use of the computer-based course delivery system for relevant NWTC departments to promote the system. NWTC/EC offers standard features plus some unique online capabilities to its users: mail videotape checklist system; supplemental book resource checkout system; articles, news scans, forums, databases, and networks; and other sources of shareware. Appropriate computer-delivered courses are student-centered activities comprised of reading and writing. Total student activity hours for reading/writing/responding are comparable to live campus classrooms. The EC provides students with a self-directed, cross-disciplinary, exploratory experience. Educators should use relevant practices and values to enhance the system. (A course outline for the computer-based course, "Technology 2000," is included.) (NLA)

ED 342 915 CE 060 447

Sivadas, S.
How Ernakulam Became the First Fully Literate District of India = Comment l'Ernakulam devint le premier District entierement alphabete de l'Inde. Notes, Comments...No. 195.
PUB DATE- Jun 91
NOTE- 48p.
LANGUAGE- English; French
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Adult Basic Education; *Adult Literacy; Developing Nations; Foreign Countries; Illiteracy; *Literacy Education; Mass Instruction; Program Development; *Program Implementation; *Publicity; Public Relations; Staff Development
IDENTIFIERS- *India (Ernakulam)

"Lead Kindly Light" was an extensive campaign for the total eradication of illiteracy within 1 year in the Ernakulam District of India. A major sponsor was Kerala Sastra Sahithya Parishad (KSSP), the Science and Education Center of Kerala; responsibility for the project was later handed over to the National Literacy Mission (NLM). The project had three facets: a government network headed by the NLM district collector; a project office network consisting of the project officers and other full-time personnel; and people's network with KSSP as its backbone. Significant elements of the methodology adopted in the Ernakulam District Total Literacy Program (EDTLP) were as follows: a massive approach; saturation environment building; transformation of literacy work from employment opportunity to patriotic duty; meticulous spatial and temporal planning; integration of people's enthusiasm with administrative machinery and a professional project implementation machinery; and "delinking" from governmental bureaucracy. The most important feature of EDTLP was its very effective propaganda campaign, which used Science-Art Processions, slide shows, posters, radio and television programs, badges, and stickers. Other features were offices open 24 hours per day, extensive instructor training, and post-literacy follow-up. (A list of organizational project participants is included. A French version of the report is provided.) (YLB)

ED 342 916 CE 060 448

Study of the Implementation of the Economic Dislocation and Worker Adjustment Assistance Act. Research and Evaluation Report Series 91-G.

SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC. Office of Strategic Planning and Policy Development.
PUB DATE- 92
NOTE- 262p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Agency Cooperation; Case Studies; Coordination; *Dislocated Workers; Employer Employee Relationship; Employment Programs; Federal Legislation; Job Layoff; *Job Training; Labor Market; Labor Relations; *Outplacement Services (Employment); *Program Design; Program Effectiveness; Program Evaluation; *Program Implementation; Retraining; State Aid; *State Programs; Unemployment
IDENTIFIERS- *Economic Dislocation Worker Adjust Assist Act 1988

The design and operations of the Economic Dislocation and Worker Adjustment Assistance (EDWAA) Act program in its implementation year were examined through case studies conducted in 15 states and 30 substate areas. During 6- to 8-day visits to each state, field researchers conducted discussions with state and substate respondents. States almost universally chose to make the geographic boundaries of substate areas the same as the service delivery areas. In devising formulas for distributing funds, states found it difficult to locate reliable and consistent data for federally required formula factors. Each state established client priorities for EDWAA. States generally deferred to substate areas the design of specific services for dislocated workers. Most states did not play an active role in providing technical assistance to substate areas. Two other aspects of EDWAA design studied were procedures to promote labor-management cooperation and procedures to coordinate EDWAA services with other agencies. Only one-third of the states were committed to creating formal labor-management committees. Coordination between EDWAA and other agencies was widespread and effective in increasing services. States differed discernibly in their commitment to rapid response. Substate areas provided basic readjustment services in two modes: linked to rapid response activities and as a general dislocated worker service. Most EDWAA-funded retraining services were provided through general service systems for dislocated workers administered by substate areas. (YLB)

ED 342 917 CE 060 449

Davis, Rodney E.; Wray, Ralph D.
A Comparison of the Perceived Needs for Inservice Education of Illinois and Indiana Marketing Education Teachers.
PUB DATE- Dec 91
NOTE- 23p.; Paper presented at the American Vocational Association Convention (Los Angeles, CA, December 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Distributive Education; *Distributive Education Teachers; *Inservice Teacher Education; *Marketing; *Needs Assessment; Secondary Education; Secondary School Teachers;

*Self Evaluation (Individuals); Teacher Attitudes
IDENTIFIERS- Illinois; Indiana

The perceived needs for inservice education of secondary marketing education teachers in Illinois and Indiana were compared. In addition, three variables were tested to determine if they had a significant influence on perceived needs: gender, educational background (bachelor's versus master's degree), and socioeconomic status of the students taught. An adapted version of the "Teacher Needs Assessment Survey" was used for data collection. The population consisted of secondary marketing education teachers in Illinois and Indiana. Usable completed survey instruments were returned by 38 Illinois teachers (47 percent) and 61 Indiana teachers (71 percent). An analysis of variance technique was used to compare perceived needs and test the effect of the variables. No significant difference was found between the self-perceived need for inservice education of teachers in Illinois and Indiana. Furthermore, there was no significant difference in the self-perceived need for inservice education between Illinois and Indiana teachers based upon gender, educational background, and socioeconomic level of students taught. In fact, data analysis indicated several areas in which Illinois and Indiana teachers seemed to have similar self-perceived needs, including marketing the program, keeping abreast of developments, motivating students to think critically, and assisting students in developing positive attitudes. (10 references) (YLB)

ED 342 918 CE 060 450

Report of the Task Force on Adult Student Life and Learning.

PUB DATE- Oct 90
NOTE- 65p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Persistence; Access to Education; Adult Counseling; Adult Learning; *Adult Students; College Administration; *College Students; Educational Finance; Higher Education; School Holding Power; Student Characteristics; *Student Needs; *Student Personnel Services; Student Recruitment
IDENTIFIERS- *Pennsylvania State University

A task force reviewed recommendations made in previous studies and assessed strategies for issues facing adult students at Pennsylvania State University. It addressed administrative and financial systems, special needs, services needed, and enhanced student life of adult students. At Penn State in the fall semester 1989, students 24 years of age or older represented 17 percent of the total undergraduate enrollment. More individualized attention seems to be needed for adult learners who come to college more goal oriented and demanding of services, yet with more time constraints. Adult learners juggle job, family, community, and classroom obligations. Competition for the adult learner has increased. Institutions most successful at recruiting provide the fewest barriers. Adult learners are not easily categorized, so programs and services should be flexible and accommodate their needs. All aspects of university life--instruction, services, and administration--need to support adult learners' educational experiences. Many units of Penn State provide programs and services for the adult learner. Critical areas need to be addressed: an ongoing system; faculty sensitization, instruction, and academic policy; enhancement of campus/student life; advising, counseling, and informational support; and administrative (student aid, admissions, and registration) and financial systems. (Appendices contain 18 references, an adult services checklist and responses, and implementation comments.) (NLA)

ED 342 919 CE 060 452

Liebowitz, Steven E.
On Becoming a Reflective Practitioner.

PUB DATE- 17 Oct 91
NOTE- 13p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Montreal, Quebec, October 17, 1991). For a related document, see CE 060 453.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Adult Educators; Adult Learning; *Critical Thinking; Educational Development; *Educational Research; Lifelong Learning; *Models; Professional Continuing Education; Professional Development; Program Development; *Qualitative Research; *Teacher Effectiveness; Teacher Improvement; Teacher Role; Theory Practice Relationship
IDENTIFIERS- Pause Model; *Reflective Practice

Social practice professionals' stubborn application of the quantitative paradigm of science in social contexts has created and perpetuated the current state of affairs such as high unemployment and rampant crime. The goal is to replace the traditional quantitative beliefs and assumptions with alternatives that create and perpetuate a more desirable state of affairs. One alternative is the qualitative paradigm of science, which fosters beliefs and assumptions that empower people. As long as the traditional quantitative paradigm is the standard for professional excellence in the social sciences, practitioners will not be empowered and will experience difficulties such as the following: a sense of inadequacy and failure; disappearance of values and morality; theory-practice disjunction; proliferation of specialities; a "one best way" mentality breeding arrogance and intolerance; and dependence on externals and fear of subjectivity. The qualitative paradigm permits social practitioners to empower themselves and their clients and improve the current state of affairs by doing scientific research into their own practices. Research is a natural part of every practitioner's daily routine. The Pause Model simply builds onto that routine research and adds a few aspects of the qualitative paradigm to make the results more scientific and useful. Five components in the research process of the Pause Model are as follows: (1) the trigger; (2) goal articulation; (3) force field or gap analysis; (4) action; and (5) evaluation. The Pause Model is intended not to replace the traditional adult education program development but to supplement it. (YLB)

ED 342 920   CE 060 453

Liebowitz, Steven E.

The Pause Model: A Qualitative Method of Self-Directed Continuing Education for Professionals with Social Practices.

PUB DATE- Jan 92
NOTE- 13p.; Paper presented at the International Self-Directed Learning Symposium (6th, West Palm Beach, FL, January 23-25, 1992). For a related document, see CE 060 452.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150)

DESCRIPTORS- Administrators; Adult Education; *Adult Educators; Adult Learning; Counselors; *Critical Thinking; Educational Development; *Lifelong Learning; *Models; *Professional Continuing Education; Professional Development; Program Development; *Qualitative Research; Teacher Effectiveness; Teacher Improvement
IDENTIFIERS- Pause Model; *Reflective Practice

This paper introduces the Pause Model, an innovative means of integrating self-directed learning and continuing professional education. Since the method was developed for professionals such as counselors, educators, and managers who practice in social settings, the paper begins with an explanation of a few of the unique attributes of professional practice in social settings. Because the Pause Model is based on the qualitative paradigm of science, the paper describes the differences between the qualitative paradigm and the traditional quantitative paradigm and explains why the qualitative paradigm is most appropriate for professionals with social practices. A vision of professional practice as a lifelong, self-directed learning project follows. The Pause Model and its benefits are integrated with this vision. The five components of the model are described: (1) the trigger; (2) goal articulation; (3) force field or gap analysis; (4) action; and (5) evaluation. A discussion follows of two of Schon's (1983) concepts that form the basis of the collaborative relationship between the client and practitioner that makes the Pause Model possible: the reflective conversation and the reflective contract. An example of use of the model is given, and the place of the model in contemporary professional practice is described. (YLB)

ED 342 921 CE 060 456

Witter, Susan R.
Whose Responsibility?: Conflicting Federal/Provincial Legislation Governing the Training of Adults in Canada.
PUB DATE- 91
NOTE- 35p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Vocational Education; *Educational Legislation; Employment Programs; Federal Aid; *Federal Government; Federal Legislation; Foreign Countries; *Government Role; *Job Training; Labor Force Development; Labor Legislation; *State Government
IDENTIFIERS- *Canada

Canada's first constitution gave the provinces and territories the responsibility for education. Training for employment was interpreted as a shared responsibility between the federal and provincial governments. In 1960, with the passage of the Technical and Vocational Training Act, the federal government assumed a major role in occupational training. The Adult Occupational Training Act of 1967 and the National Training Act of 1982 extended the control of the federal government with respect to adult occupational training. With introduction of the Canadian Jobs Strategy in 1985, the federal government reduced support of provincial educational institutions in favor of the private and voluntary sectors, achieved increased control over the delivery agents, and reduced its commitment to and reliance on provincial adult education systems. The historical conflict between the two levels of government improved somewhat with the signing of the 1991 Agreements on Labor Force Development between Canada and the provinces. These agreements specified financing arrangements and roles and responsibilities of the two levels of government. New initiatives such as the Canadian Labor Force Development Board and the Constitutional Document, "Shaping Canada's Future Together," pointed to a long-awaited "master plan" that could resolve much of the conflicting role of the two players. (35 end notes) (YLB)

ED 342 922 CE 060 458

Wilson, Ruth D.
Support Systems which Affect the Hispanic and Anglo Adolescent Mother's Decision To Continue Her Educaiton.
PUB DATE- Dec 91
NOTE- 10p.; Paper presented at the Annual Meeting of the American Vocational Association (Los Angeles, CA, December 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; Adolescents; Anglo Americans; Dropout Prevention; Dropout Programs; Dropouts; *Early Parenthood; *Educational Attitudes; High Schools; *Hispanic Americans; *Mother Attitudes; *Pupil Personnel Services; Social Support Groups; *Unwed Mothers; Vocational Education

For an ethnographic study of the personal and educational needs of Hispanic and Anglo adolescent mothers and the services affecting their decision to remain in school, researchers interviewed eight teenage mothers--four in a special high school teen parents' program and four who had dropped out of the program. Two young women in each group were Hispanic and two were Anglo. For this paper, 4 out of 10 topics were selected for scrutiny: child care, vocational education, role models, and fathers of the babies. All eight of the participants said they received support in their educational activities. Most of the young women wanted on-site child care at the school program because it would make it easier to arrange to be at school and would relieve anxiety. Others thought it would be distracting to have the babies nearby. All the participants wanted vocational education, especially training in data processing and cosmetology. They also wanted cooperative work experience programs. Most participants found appealing the idea of having a role model, particularly a successful woman in the community in their field of interest who had been a teenage mother. Finally, some of the students were bitter toward the fathers of their babies, usually because the fathers did not support them financially and were not involved with the babies. Teens living with their babies' fathers were more likely to drop out of the school program, although the dropouts said that the fathers encouraged school attendance. The study concluded that supportive school programs are needed to help young, single mothers function as mothers and students. (KC)

ED 342 923 CE 060 459

Peterson, Charlene; And Others

Technical Preparation: Preparing Students for Success. A Position Paper Presented by the Wisconsin Association of Secondary Vocational Administrators 1991-1992.

PUB DATE- 92

NOTE- 5p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Articulation (Education); Associate Degrees; Career Awareness; Change Strategies; College Credits; Educational Strategies; Higher Education; High Schools; Leadership; *Program Implementation; *School Business Relationship; Technical Education; Technological Advancement; Technology

IDENTIFIERS- Technology Education; *Tech Prep

Technical Preparation (Tech Prep) programs include basic skills and competencies to improve students' school-to-work transition. The following elements characterize Tech Prep: designed for grades 9-14, leading to an technical associate degree; parallels college preparatory program; offers technical program of study in business enterprise, health/human resources, or technology; provides technical preparation; provides an applied foundation; includes a career awareness program; allows students to earn college credit while in high school; leads to entry-level employment placement; and encourages business/industry/education partnerships. Effective Tech Prep programs depend on the following factors: understanding the concept; having administrative leadership and support; confronting the fear of change; recognizing mutual benefits; establishing open communication; setting realistic goals; developing written agreements; and preparing for major curriculum changes. Several steps are necessary to develop a Tech Prep program: appoint a planning committee; conduct initial planning meeting; provide staff orientation and inservice training on the concept; identify selected programs or occupational areas; determine program and course content; design the guidance and counseling function; provide inservice training to the entire district; market the product; and monitor and revise as necessary. (NLA)

ED 342 924 CE 060 461

The Meaning of Apprenticeship: When and How To Use the Term. A Policy Recommendation.

PUB DATE- 28 Jan 92

NOTE- 5p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Apprenticeships; *Definitions; *Federal Legislation; Job Training; *Labor Legislation; Postsecondary Education; *Public Policy; Skilled Occupations

This policy paper defines apprenticeship in terms of eight essential components, explains what apprenticeship is not, and recommends how the term should be used. As defined by the eight components, apprenticeship is: (1) a training strategy that combines supervised, structured, on-the-job training with related instruction and that is sponsored by employers or labor/management groups; (2) a training strategy that prepares people for skilled employment with content defined by the industry--completion may take up to 5 years; (3) a strategy with requirements that are legally defined; (4) a training strategy that leads to a legal certification of completion and journeyworker status; (5) a training strategy that requires a sizable commitment on the part of the employer or labor/management group; (6) a strategy that pays wages to participants; (7) a strategy that involves learning by working with masters of the craft; and (8) a strategy that involves a written agreement and social obligation between the program sponsor and the apprentice. According to the paper, apprenticeship is not cooperative education, vocational education, "tech prep," two plus two, summer or part-time work experiences, or other training programs. The paper recommends that the term "apprenticeship" should be reserved only for those programs that adhere to the eight essential components. (KC)

ED 342 925 CE 060 465

Dornsife, Carolyn

Beyond Articulation: The Development of Tech Prep Programs.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Feb 92
NOTE- 260p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Articulation (Education); Career Development; *Curriculum Development; Curriculum Guides; Demonstration Programs; *Federal Legislation; Higher Education; High Schools; Models; Postsecondary Education; Program Descriptions; *Program Implementation; Skilled Occupations; Teaching Methods; *Technical Education; Technical Occupations; *Vocational Education
IDENTIFIERS- *Tech Prep; Tech Prep Education Act 1990

"Tech prep" is the term given to vocational education programs that provide preparation for technical careers. These programs often include an articulated curriculum of 2 years of high school and 2 years of postsecondary education with work experience components. This report describes tech prep as it currently exists, based on data collected from nationwide visits to secondary and postsecondary institutions, participation in conferences, and an extensive literature review. The report contains four sections. The first section examines the social framework in which vocational education operates, including the economic and social forces that have shaped the tech prep movement. The second section describes current tech prep programs. Four components common to most of the tech prep programs are identified: information/marketing campaigns; curriculum development; career guidance; and program improvement. The third section provides information on establishing articulation agreements. The final section reviews the basic structural issues underlying the delivery of education, including federal and state policies and relationships. A list of 59 references is included. Appendixes, which make up more than half the document, include the following: a list of conferences attended, site visits made, and documents reviewed; sample brochures, newsletters, and student handbooks; counselors'/teachers' manuals from various tech prep programs; summer institute and conference agendas; drafting program description from two colleges; a career center description and career planning form; articulation agreements; mission statements; and a copy of the Tech Prep Education Act of 1990. (KC)

ED 342 926 CE 060 466

Heath-Camp, Betty; And Others
On Becoming a Teacher: An Examination of the Induction of Beginning Vocational Teachers in American Public Schools.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Feb 92
NOTE- 208p.; For related documents, see ED 312 231, ED 312 501, and ED 335 517.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Alternative Teacher Certification; *Beginning Teacher Induction; *Beginning Teachers; Case Studies; College School Cooperation; Demonstration Programs; Ethnography; Followup Studies; Mail Surveys; Nominal Group Technique; Public Schools; Secondary Education; *Teacher Certification; Teaching Methods; Teaching Models; *Vocational Education Teachers
IDENTIFIERS- Focus Groups Approach

A knowledge base was developed regarding the nature, dynamics, and scope of the induction process for beginning secondary vocational teachers. The research involved the following components: a 2-year ethnographic follow-up of 12 beginning teachers during fall 1988; the case study analysis of the first 2 years of teaching of five beginning teachers (selected from the 12 teachers in the ethnographic study); nominal group technique (NGT) focus sessions conducted with samples of beginning teachers from eight states in four U.S. regions over a 2-year period; a national mail survey of a stratified random sample of beginning teachers during fall 1989; and a national examination of exemplary teacher induction assistance programs. Important and substantive differences were found in the induction experiences and needs of teachers entering vocational education from traditional certification programs and those entering through alternative or vocational certification. These largely qualitative differences are attributable to the pedagogical training received in traditional programs and to the age and maturity gained by the alternatively certified teacher who has longer experience in the work world. The model induction assistance program developed by the study takes into account the unique needs of the teacher in terms of specific discipline, vocational development level, and background in teacher preparation. (Nineteen tables, 11 figures, 116 references, and 144 additional citations are provided. Two appendices contain 16 tables from NGT sessions and the national survey instrument.) (NLA)

ED 342 927   CE 060 468

Transition Assistance Program. Hearing before the Subcommittee on Education, Training, and Employment of the Committee on Veterans' Affairs, House of Representatives, One Hundred Second Congress, First Session (July 18, 1991 and July 25, 1991).
PUB DATE- 91
NOTE- 289p.; Serial No. 102-18.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Education Work Relationship; Employment Services; *Federal Legislation; *Federal Programs; Hearings; Job Placement; *Job Training; *Military Personnel; Military Training; Postsecondary Education; Retraining; Veterans; *Veterans Education
IDENTIFIERS- Congress 102nd; *Transition Assistance Program (Veterans)

This document records oral and written testimony from witnesses at a congressional hearing on the implementation of the Transition Assistance Program, designed to help veterans make the transition to civilian life. Witnesses included the assistant secretary of labor for veterans' affairs, assistant secretaries of various branches of the armed services, three congressional representatives, and several officers of veterans' organizations. During the testimony, witnesses stated that about 330,000 military service veterans passed through the Transition Assistance Program. They also outlined employment and job placement services that have been set up through the program. A list of training programs and their purposes is included. Also included is a large quantity of material submitted for the record consisting of written committee questions and their responses from the various government departments and other organizations involved. (KC)

ED 342 928 CE 060 470

Cassara, Beverly B.

Concerns of Women around the World: The Responsibilities of the Adult Education Movement.

PUB DATE- Oct 91
NOTE- 8p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Montreal, Quebec, October 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Adult Literacy; Developed Nations; Developing Nations; Educational Trends; Foreign Countries; Literacy Education; Postsecondary Education; *Role of Education; *Self Actualization; *Sex Discrimination; *Womens Education
IDENTIFIERS- East Germany; Guatemala; Kenya; Norway

Around the world, women suffer oppression to various degrees. In the United States, they have a difficult time rising in corporations or having their ideas taken seriously. In some other countries, they are abused and overworked. Some women in Norway are concerned that their country's entrance into the European Community will mean an end to the humanitarian and egalitarian nature of their country. Women in the former East Germany feel they have lost more than they have gained in some cases, such as the loss of jobs, day care, and abortion rights. Women in Kenya, Guatemala, and India often suffer at the hands of men and of the government. Adult education has a role to play for all women. Women can gain knowledge and strength from mutual study, and they can use this knowledge to gain political power. They can also use adult education to foster acceptance of cultural pluralism, which will be necessary for a better world in the future. (KC)

ED 342 929 CE 060 471

Lee, John
Training for the Workforce.

PUB DATE- 24 Jun 91
NOTE- 29p.; Paper presented at the Skills 2000 National Forum (Washington, DC, June 24, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Associate Degrees; *Educational Certificates; *Educational Finance; *Enrollment; Federal Aid; Graduates;

Graduate Surveys; Information Needs; Postsecondary Education; State Aid; Student Financial Aid; *Vocational Education

The United States has no coherent postsecondary vocational education delivery system. A basic definition of postsecondary vocational programs includes those programs which: are limited to high school graduates or post-high school age individuals; are classroom based; are vocational; lead to a recognized certificate or degree; and are provided by an accredited school. Despite a lack of data on student enrollments, 3.8 million full-time-equivalent students in postsecondary vocational education can be identified in private career schools, community colleges, private two-year colleges, Job Corps, public vocational-technical schools, and Job Training Partnership Act programs. The vocational students equal roughly half the total number of traditional higher education students, yet the $18 billion in expenditures for postsecondary vocational education is only 13.4 percent of the total spent on higher education. States are the major source of funding, with the federal government a close second. Student aid is the major form of federal support. The number of less than baccalaureate certificates and degrees granted annually exceeds the number of baccalaureate degrees awarded. (Six tables are provided.) (YLB)

ED 342 930 CE 060 472

Ethnic Monitoring and Its Uses in Colleges.

PUB DATE- Jan 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; *Affirmative Action; *Continuing Education; *Cultural Background; Data Collection; Developed Nations; *Equal Education; *Ethnic Groups; Foreign Countries; Higher Education; Minority Groups; Program Development; Racial Composition; Technical Institutes
IDENTIFIERS- *Ethnic Monitoring (Great Britain); Great Britain

Colleges of further education in Great Britain have been involved in three recent initiatives in the implementation of ethnic monitoring: (1) a report on ethnic monitoring in postsecondary education; (2) two management training conferences on the implementation and uses of ethnic monitoring for representatives of further, adult, and higher education as well as local authorities; and (3) ethnic monitoring at the course level as the result of a more detailed study of how individual colleges use ethnic monitoring data to inform their internal planning and policymaking practices, improve the quality of services, and promote equal opportunities for ethnic minorities. Among potential benefits to be gained from introducing ethnic monitoring are that such monitoring facilitates: the collection of background data to use for future developments on equal opportunities; the ability of colleges to review provision and service delivery in the light of analysis of ethnic background information on their student body; and the drawing of comparisons across the years in the areas of services to minority groups. Ethnic monitoring has revealed that black students tend to enroll in low-level courses, Asian women are underrepresented in further and higher education, and there are differences in enrollment patterns between men and women. Key issues to evolve from ethnic monitoring at course level include the need for involvement of senior management, the importance of publication and dissemination of results, and the necessity of relating ethnic data to other information. (KC)

ED 342 931 CE 060 475

Kerka, Sandra
Part-Time Students in Higher Education. Trends and Issues Alerts.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Access to Education; *Adult Students; *College Students; Educational Finance; Educational Improvement; Educational Trends; Equal Education; Higher Education; Lifelong Learning; *Nontraditional Students; *Part Time Students; Reentry Students; School Holding Power; Student Attrition

The landscape of higher education is being changed by increasing numbers of adult students, most of whom are part time. By 1992, it is predicted that 48 percent of all higher education enrollments would be part time and half of all college students would be over the age of 25. Causes of the trend include shrinking numbers of traditional-age students, greater emphasis on mandatory continuing education, and more jobs affected by technological change. Although adults may be motivated by job/career change, career enhancement, or personal enrichment, education is only one of many competing priorities. Part-time study may be an adult's only option. Barriers to part-time study for adults include the following: inability to resolve home/work/study conflicts or to organize study time; embarrassment, anxiety, and ambivalence about returning to school; inconvenient scheduling and access to campus services; lack of financial aid; time limits for completing course requirements; and campus rules and regulations designed for traditional-age students. These trends and barriers bring out four areas needing attention: academic assistance and personal advising, financial assistance, access to services, and flexibility. (An annotated bibliography cites 17 print resources. Four resource organizations are listed.) (YLB)

ED 342 932 CE 060 476

Lankard, Bettina A.
Tech Prep. Trends and Issues Alerts.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Articulation (Education); *College School Cooperation; Educational Mobility; Educational Planning; Federal Legislation; Institutional Cooperation; *Integrated Curriculum; Postsecondary Education; Program Implementation; Secondary Education; State Programs; Statewide Planning; Technical Education; *Technology; *Vocational Education
IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990; *Tech Prep

Tech prep is an educational initiative that promotes increased cooperation between local educational agencies and postsecondary institutions. Its intent is to improve the quality of instruction and employment potential of students, particularly those enrolled in general or vocational education. Tech prep's strength lies in the partnership commitment it promotes between academic and technical educators, secondary and postsecondary education institutions, and education and the business community to provide a program competitive with a college prep program that responds more directly to industry's real skill needs. Tech prep is a shift away from a job-skills orientation; the integration of academic and vocational education is emphasized. Other goals of tech prep are ensuring continuity in education and streamlining the transfer process. With funds from the Carl D. Perkins Vocational and Applied Technology Act of 1990, state departments of education are implementing tech prep programs and researching issues that have implications for success of their efforts. (An annotated bibliography lists 17 print resources. Two resource organizations are cited.) (YLB)

ED 342 933 CE 060 479

Martin, Larry G.

Assessment of the 1987 Changes in GED Score Requirements in Wisconsin. Final Report.

SPONS. AGENCY- Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

PUB DATE- Jan 92

NOTE- 60p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Adult Basic Education; Employment Level; *High School Equivalency Programs; *State Standards; *Testing Problems; Testing Programs; *Test Norms; Test Results; *Test Score Decline; Test Use

IDENTIFIERS- *General Educational Development Tests; *Wisconsin

In 1987, General Educational Development (GED) test passing score requirements were raised in Wisconsin. To study the effect, data were gathered from samples of 480 examinees each for 1986 and 1989 through site visits and follow-up surveys mailed to 900 of the 960 in the samples. Responses were received from 206 persons (37 percent). Chi-square and t-tests were used to analyze the data, yielding such findings as the following: (1) no effects on the demographic and academic composition of examinees were found; (2) the 1989 examinees significantly increased their academic preparation efforts; (3) significantly higher percentages of 1989 examinees failed to obtain minimum and average scores required for passing; (4) 1989 examinees were significantly more likely to enroll in further education or training programs; (5) 1989 examinees had significantly lower incomes and were more likely to be unemployed than 1986 examinees, but 1989 examinees who passed the GED tests were significantly more likely to be employed than those who failed; (6) with each increase in the minimum score requirement, there were correspondingly greater increases in the variances between the lowest and highest scores on the five tests but only small increases for the norming sample. The study recommended keeping the new higher minimum score requirement but lowering the five-test average score for passing; further study of the GED tests was suggested. (The survey instrument with cover letter is appended.) (KC)

ED 342 934 CE 060 481

Johnson, Saralyn S.
Factors Affecting Enrollment Trends in Pennsylvania Agricultural Education Programs.
PUB DATE- May 90
NOTE- 66p.; M.S. Thesis, Pennsylvania State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Academic Achievement; *Agricultural Education; Educational Benefits; Educational Objectives; *Enrollment Influences; *Enrollment Trends; Graduation Requirements; Males; Occupational Aspiration; Parent Influence; Peer Influence; Rural Areas; School Demography; *School Holding Power; Secondary Education; *Student Recruitment; Teacher Influence; White Students
IDENTIFIERS- *Pennsylvania

Factors affecting enrollment in agricultural education at the secondary level were determined in a two-part study. One part focused on factors influencing students' decisions to enroll in agricultural education; the other examined 64 recruitment and retention practices teachers use. Purposive sampling ensured geographic and demographic representation of model programs throughout Pennsylvania. Thirteen programs and 76 teachers participated in the study. Sociodemographic information, occupational and educational goals, and agricultural education perceptions were provided by 200 students participating in part one. In addition, 12 teachers and 20 counselors from 13 participating schools identified factors that affect students' enrollment decisions. Fifty teachers in part 2 identified recruitment and retention practices used and information regarding recruitment of minority students. Most enrollees were white males from rural areas who had less than a "B" (3.00) academic average. Regardless of enrollment status or grade level, similar factors were found to influence enrollment decisions. Three factors were most influential: whether agricultural education was beneficial to students' futures; whether students were influenced by their image of agricultural education, by peers, and adults; and the impact of school standards and requirements. (Eleven tables and 42 references are included.) (Author/NLA)

ED 342 935 CE 060 482

Cantalupi, John D.
Instructional Practices and Perceptions Regarding Pre-Secondary Keyboarding in Pennsylvania Public Schools.

SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.
PUB DATE- Aug 91
NOTE- 154p.; Ed.D. Dissertation, Pennsylvania State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Business Education; Business Education Teachers; Computer Oriented Programs; Elementary Education; *Keyboarding (Data Entry); *Program Implementation; *Teacher Attitudes; *Teacher Certification; *Teacher Qualifications; *Typewriting
IDENTIFIERS- *Pennsylvania

A study described the instructional practices and perceptions of K-8 keyboarding instructors in Pennsylvania public schools regarding keyboarding practices. Surveys were sent to 501 school districts, with responses from 416 (83 percent). The surveys contained 19 questions that provided descriptive information about instructional practices and 17 statements that measured teachers' perceptions. Of the 282 teacher respondents, 121 had business education certification. Analysis of the data revealed that school districts in Pennsylvania introduced keyboarding at all presecondary grade levels; the majority of instructors have between 1 and 5 years experience teaching K-8 level keyboarding. Only six of the respondents without business education certification received formal training in their teacher preparation programs to teach keyboarding; however, nearly all of the teachers have prepared themselves through formal or informal means to teach keyboarding. Almost 79 percent use computer software programs for instructional purposes. Class sessions usually last from 36 to 45 minutes; however, the number of class sessions varies widely. Slightly more than one-half of the school districts have a formal plan for developing keyboarding skills through the presecondary grades. Recommendations were made for keyboarding teacher training and computer keyboarding development programs. (The report contains 50 references and 9 appendixes of project documents and the survey instrument.) (Author/KC)

ED 342 936 CE 060 483

Houser, Marianne L.

Follow-Up of Pennsylvania Governor's School for the Agricultural Sciences Program Participants.

PUB DATE- Aug 91
NOTE- 261p.; Ph.D. Dissertation, Pennsylvania State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Academic Aspiration; *Agricultural Education; *Career Awareness; *Career Choice; *Enrollment Influences; Followup Studies; Food; Food Processing Occupations; High Schools; Natural Resources; Occupational Aspiration; Off Farm Agricultural Occupations; Parent Influence; *Participant Satisfaction; *Program Effectiveness; Research Projects; State Programs; Student Educational Objectives; Student Motivation;

Summer Programs; Teacher Influence; Vocational Education; Vocational Interests
IDENTIFIERS- *Pennsylvania Governors School for the Agric Sci

A study investigated the effectiveness of the Pennsylvania Governor's School for the Agricultural Sciences (PGSAS) in stimulating high school students' interest in agriculture. It explored whether PGSAS provided participants with experiences and information that expanded their knowledge of educational and career opportunities related to the science, technology, and policy of food, agriculture, and natural resources. It also studied whether the PGSAS experience provided participants with an opportunity to explore scientific concepts, interact with professional scientists, and use research techniques. A questionnaire was mailed to 313 past program participants; a 75.1 percent usable response was received. Participants rated PGSAS, father, and mother as having some influence on choice of college major; they rated psychological determinants as having a strong influence. Participants rated a person employed in the profession, PGSAS, father, and mother as having the most influence on their choice of a career. Their current perceptions of educational and career opportunities in or related to food, agriculture, and natural resources were for the most part very positive. One-fifth classified choice of majors and future career as being in or related to food, agriculture, and natural resources. Overall, participants perceived they benefited from and were satisfied with their research experience. (Appendixes include a list of 38 references, PGSAS program description, and questionnaires.) (YLB)

ED 342 937 CE 060 484

Connell, Shirley

South Carolina Health Occupations Education I & II. Lessons Planning Guide for Supplemental Competencies.

PUB DATE- 91

NOTE- 156p.; Cover title varies slightly.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Affective Measures; *Allied Health Occupations Education; Behavioral Objectives; Cardiopulmonary Resuscitation; Children; Community Services; Cultural Background; Decision Making; Dietetics; Food; Infants; *Lesson Plans; *Medical Services; Microscopes; Neonates; *Nurses Aides; Nutrition; Postsecondary Education; Psychomotor Skills; Thinking Skills

IDENTIFIERS- *Patient Care; South Carolina

This lesson planning guide for supplemental competencies in health education addresses the three domains of learning: psychomotor, cognitive, and affective. It can be used with any teaching method (e.g., lecture/demonstration, discussion, and small group). The guide contains units on: acute care and long-term care; cultural aspects of patient care; informed decisions about health careers; selected health care agencies and community services available; preparing items for sterilization; sterile techniques to change dressings; techniques in using and caring for the microscope; performing cardiopulmonary resuscitation; perineal care and catheter care; caring for the newborn, infant, and/or child; removing fecal impaction; routine colostomy care of selected patients; care of patients with gastrointestinal tubes; preoperative care to selected patients; postoperative care to patients in traction and/or casts; routine tracheostomy care; vaginal irrigation (douches) for selected patients; admitting, transferring, and discharging patients; and five food groups, basic nutrients, and therapeutic diets. Each lesson contains the following: introduction; learning activities; key terms; competencies; performance objectives; basic skills; basic skill objectives; instructional activities and answer sheets; instructional materials/resources; and evaluation questions. The bibliography contains nine references. (NLA)

ED 342 938 CE 060 488

Timko, Joseph J.; Birkenholz, Robert J.
Introduction to Agricultural Business Unit. Student Reference for Agricultural Science I Core Curriculum. Volume 19, Number 20.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- May 88
NOTE- 33p.; For the Instructor's Guide, see ED 247 392.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Agribusiness; *Agricultural Education; Agricultural Occupations; *Business Administration Education; Career Choice; Codes of Ethics; Community Services; Community Support; Competition; Economics; Employment Opportunities; Free Enterprise System; Job Skills; Life Style; Occupational Information; Recordkeeping; Required Courses; Secondary Education; Stealing; Student Educational Objectives; Supplies; Values
IDENTIFIERS- Missouri

This student reference on agricultural business, designed to accompany the lessons outlined in the 1984 instructor's guide, "Introduction to Agricultural Business," has seven lessons: (1) introduction to agribusiness; (2) careers in agribusiness; (3) agribusiness in the community; (4) the role of the employee in an agribusiness; (5) success and failure on the job; (6) agribusiness procedures; and (7) setting personal goals. Lesson 1 contains the following: components of the industry, U.S. and Missouri farm expenditures, U.S. economy, competition, and capital and profit. Topics in lesson 2 are as follows: choosing an agribusiness career, occupational areas in agribusiness, and agricultural occupations and skills/educational requirements. Lesson 3 covers services, supplies, and community support. Lesson 4 includes the following: employee characteristics, job responsibilities, and working toward success. Five topics comprise lesson 5: job skill and success, basis for denying promotions, code of worker ethics, job performance and advancement, and achieving success. The focus of lesson 6 is on the following: business procedures, shoplifters, procedures and recordkeeping, and using business brochures. Lesson 7 covers career goals, life-style, values, flexibility, and realism. (NLA)

ED 342 939 CE 060 493

Hoisington, James; Metcalf, Joseph

Graphic Arts/Offset Lithography.

SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.

PUB DATE- Jun 88
NOTE- 1,178p.
LANGUAGE- English
EDRS Price- EDRS Price - MF09 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competence; Competency Based Education; Course Content; *Entry Workers; *Graphic Arts; *Job Skills; Lesson Plans; Photocomposition; Postsecondary Education; *Printing; Secondary Education; Teaching Methods; Units of Study; Vocational Education

This revised curriculum for graphic arts is designed to provide secondary and postsecondary students with entry-level skills and an understanding of current printing technology. It contains lesson plans based on entry-level competencies for offset lithography as identified by educators and industry representatives. The guide is divided into 15 units that consist of one or more lessons. Each lesson contains the following components: scope, lesson objectives, information assignment, references, introduction, outline, summary and conclusion, interaction items, classroom and laboratory activities, evaluation items, and transparency masters. Units cover the following topics: processing job orders; preparing customer layouts; typesetting; producing camera-ready copy; exposing with a camera; processing photographic material; contacting; performing film image assembly; making proofs; image carriers; offset press; finishing operations; paper handling; packaging and preparing for mailing; and specialty operations. A 27-item bibliography is included in the guide. (KC)

ED 342 940 CE 060 494

Palmo, Artis J.

Comparative Analysis of the Post-Secondary Experiences of Graduates of Vocational, Academic, and General Curricula for the Years 1982, 1985, and 1988. Pennsylvania Graduate Study. Final Report.

SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.
PUB DATE- 90
NOTE- 81p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Education; Chi Square; Comparative Analysis; Course Selection (Students); Decision Making; *Educational Experience; Educational Research; *Employment Experience; Enrollment Influences; *General Education; Graduate Surveys; High School Graduates; High Schools; *Job Satisfaction; Postsecondary Education; Student Attitudes; *Vocational Education; Vocational Followup; Work Experience
IDENTIFIERS- Bethlehem Area Vocational Technical School PA

A study compared the high school, postsecondary education, and work experience records of graduates from four high school programs of study. Graduates of Academic/College Preparatory (ACP), General (GEN), Home School Business Program (HSBP), and Area Vocational-Technical School (AVTS) from 1982, 1985, and 1988 were surveyed during the 1989-90 school year. The sample consisted of 50 percent of the graduates from three school districts sending students to Bethlehem (Pennsylvania) AVTS. The mail questionnaires surveyed general information, educational history, and employment history. Findings indicated that Chi-square analysis for satisfaction with high school program was not significant. Over one-quarter did not feel prepared to make decisions following high school. The Chi-square analysis proved significant for persons who influenced the graduates in selection of high school curriculum. Full-time work status for HSBP and AVTS graduates was higher than for any other category. Eighty-two percent reported attending a postsecondary program--94.9 percent of ACP, 64.4 percent of GEN, 66.2 percent of HSBP, and 51 percent of AVTS graduates. The Chi-square analysis indicated some real differences in type of initial employment. Most reported satisfaction with their jobs and training received. Statistical analyses examined such variables as grade point average, class rank, and English, math, science, and total credits. (Appendixes include 50 tables, a transcript evaluation form, and the questionnaire.) (YLB)

ED 342 941 CE 060 496

Nichols, Paul C., III
Technology in Career Education (A Component of BINS).
PUB DATE- Dec 91
NOTE- 10p.; Paper presented at the American Vocational Association Convention (Los Angeles, CA, December 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Counseling; *Career Education; Computer Assisted Instruction; *Computer Networks; Computer Software; *Computer Uses in Education; Distance Education; Educational Change; Education Work Relationship; Electronic Mail; High Schools; Modems; Online Systems; Optical Data Disks; Satellite Facilities; School Counselors; *Technological Advancement; Telecommunications
IDENTIFIERS- Brunswick County Public Schools VA

The Virginia Department of Education conducted a survey of counseling programs in the state through the University of Ohio in 1990. Three conclusions were reached from the survey: (1) career counseling is not given in all school systems; (2) counselors prefer individual counseling sessions to group sessions; and (3) other school professionals do not know what counselors do. Counselors face a direct challenge to provide motivational career counseling. The primary technology tool used at Brunswick Senior High School (Virginia) is an interactive career program computer network. Four networks are in operation: administrative, computer lab, library, and vocational. The CD ROM (compact disk read-only memory) ties into computer use. Computers also communicate with modems using bulletin boards. Automated Labor Exchange allows students to conduct job searches, linking directly to a mainframe in Richmond (Virginia). Long-distance learning via satellite and laser disc technology are other ways that counselors work with students. Technology aids education in testing for special education needs, recordkeeping, communication, professional development, and public relations. (Brunswick career services for grades 10, 11, and 12 are outlined. The following references are listed: 8 computer programs; 1 CD ROM; 3 telecommunications; 13 laser discs; and 2 satellite programs.) (NLA)

ED 342 942 CE 060 497

Occupational Home Economics and Connecticut's Common Core of Learning.

SPONS. AGENCY- Connecticut State Dept. of Education, Hartford. Div. of Vocational, Technical, and Adult Education.
PUB DATE- Jun 90
NOTE- 63p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Child Care Occupations; Competence; *Competency Based Education; *Core Curriculum; *Curriculum Development; Daily Living Skills; Food Service; Homemakers; Home Management; Job Skills; Knowledge Level; *Occupational Home Economics; Secondary Education; Skills; Student Attitudes; Student Educational Objectives
IDENTIFIERS- *Common Core of Learning CT; *Connecticut

Common Core of Learning encompasses the standards expected of public secondary school graduates in Connecticut. These standards include employment, education, and life skills. A group of occupational home economics educators identified the Common Core components included in this curriculum. This guide provides an overview of selected student objectives attained after completing coursework and satisfies the components of the Common Core. Teachers may use this format to relate their curriculum to the Common Core. This guide is divided into three sections: (1) three major divisions of the Common Core--attributes and attitudes, skills and competencies, and understandings and applications; (2) sample student competencies found in the occupational home economics curriculum; and (3) degree of focus that should be placed upon a specific element under each of the subheadings by occupational home economics content area, with either a major, moderate, minor, or no traditional focus. Occupational home economics includes child care services, food service, and homemaker/home management areas. (NLA)

ED 342 943 CE 060 502

Omvig, Clayton P.
Teacher/Student Classroom Interaction in Vocational Education. A Sex Bias/Sex Stereotyping Project.
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
PUB DATE- 89
NOTE- 121p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Communication; Classroom Observation Techniques; Comparative Analysis; *Interaction; Interaction Process Analysis; Negative Reinforcement; Positive Reinforcement; Postsecondary Education; Secondary Education; Sex Bias; Sex Differences; *Sex Fairness; Sex Stereotypes; Student Behavior; Teacher Background; Teacher Behavior; Teacher Characteristics; *Teacher Response; *Teacher Student Relationship; Teaching Styles; *Vocational Education; Vocational Education Teachers
IDENTIFIERS- Kentucky

A study examined teacher-student interaction in Kentucky's secondary and postsecondary vocational education classrooms. It investigated whether sex bias or inequities were present and what might explain such differences. A literature review focused on studies conducted at different grade levels with relation to sex bias and classroom interactions. Individuals trained in classroom observation techniques observed 245 class sessions. Sixty-three secondary home economics, agriculture, business, and other vocational education classes and 22 postsecondary technical skills and support/core courses were observed. It was found that vocational teachers provided very little praise or criticism of students' work; 54 percent of secondary and 62 percent of postsecondary classrooms did not have a single incident of praise. Of 579 conduct-related interactions, 3 were to praise the student; 520 were to remediate or criticize. Males consistently received a disproportionate number of interactions; the disparity was greater in secondary classrooms. Postsecondary teachers interacted with significantly less criticism. Greater equity existed in postsecondary classrooms. Teacher gender did not appear to affect interaction. The only teacher characteristic that was related to interaction with students was previous training in classroom interaction strategies. (Seventeen data tables are provided. Appendixes include 44 references; correspondence; teacher data form; observation instruments; and 22 data tables.) (YLB)

ED 342 944   CE 060 503

Exhibit and Analysis of 1990-91 Carl D. Perkins Research Project (Non-allocated II-B). Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.
PUB DATE- Jun 91
NOTE- 81p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Education; Chi Square; Comparative Analysis; Course Selection (Students); Decision Making; *Educational Experience; Educational Research; *Employment Experience; Enrollment Influences; *General Education; Graduate Surveys; High School Graduates; High Schools; *Job Satisfaction; Postsecondary Education; Student Attitudes; *Vocational Education; Vocational Followup; Work Experience
IDENTIFIERS- Pittsburgh School District PA

A Pittsburgh School District study compared vocational, academic, and general students for the years 1983, 1986, and 1989. It collected information on secondary experience, postsecondary options, postsecondary education/training dropout and completion rates, employment history, geographic mobility, and income history. A specific question related to whether the respondent would still choose the same curriculum he/she had originally chosen. A literature review showed a need for more reliable and in-depth information concerning the secondary experience and immediate postsecondary options chosen. The data collection method was a telephone interview/mailed questionnaire process; the study population consisted of all graduated members (n=7,922) of the 1982, 1985, and 1988 graduating classes of the Pittsburgh Public Schools. Statistical analysis was through a three-way contingency table where classifications were years, curriculum chosen, and response to attitudinal questions. A chi-square analysis with 8 degrees of freedom was used for each year of the study. Regarding secondary experience of the 1,103 respondents, 52.2 percent were academic, 28.2 percent general, and 19.6 percent vocational. As for postsecondary options chosen, full-time work equaled almost 30 percent; full-time education and training equaled 57.3 percent. Postsecondary completers were 55.6 percent academic, 24.2 percent general, and 20.2 percent vocational. Postsecondary dropouts numbered 264. Overall, 59.6 percent of all respondents would definitely/probably take the same curriculum. One important trend over time was the substantial increase in those expressing a desire to repeat their vocational program. (Eighteen tables are provided. Instruments are appended.) (YLB)

ED 342 945 CE 060 510

Cataldo, Paul F.
Entrepreneurship Competencies.
SPONS. AGENCY- Oregon State Dept. of Education, Salem. Div. of Vocational Education.
PUB DATE- 89
NOTE- 40p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Advertising; *Business Administration Education; *Competency Based Education; Credit (Finance); Daily Living Skills; *Entrepreneurship; Facility Inventory; Federal Regulation; Financial Support; Free Enterprise System; High Schools; Human Resources; Labor Market; Legislation; Marketing; Ownership; Small Businesses; Technical Assistance

Enterprise Skills Development Project for Youth (ESDPY), renamed Project EDGE (Encouraging the Development and Growth of Entrepreneurship), is described in this report. Project EDGE is a training program that assists youth in acquiring the entrepreneurial and life skills necessary to become successful employees/employers in the information age. This report outlines a list of competencies in entrepreneurial education needed to teach a semester-long class as well as a full-year class in entrepreneurship. The expansion of the meaning of the following competency areas describes the level of performance and recommended standards needed for a student to meet the competency: small business; entrepreneurship; ownership; the market; locations; financing; financial records; legal requirements and government regulations; human resources; product, service, and inventory control; advertising; organization and management; marketing; credit; technical assistance; and business plans. Included are planned course statements for each course and a list of competencies common to all vocational areas. These competencies are correlated to the essential learning skills where appropriate. The ESDPY curriculum development for Project EDGE contains the following: definitions of 5 terms; 13 bibliographic listings; 4 books; 3 periodicals; and 9 other resources. (NLA)

ED 342 946 CE 060 514

Dunn, Patricia S.

Civil Rights Compliance in Vocational Education. 1988-89 Annual Report.

PUB DATE- Jun 89
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Civil Rights; *Compliance (Legal); *Educational Discrimination; Educational Opportunities; Federal Legislation; Handicap Discrimination; Inservice Education; Postsecondary Education; Program Evaluation; Public Policy; Racial Discrimination; Secondary Education; Sex Discrimination; Sex Fairness; State Programs; Technical Assistance; *Vocational Education
IDENTIFIERS- *Michigan

This document summarizes the ninth annual report of civil rights compliance activities in Michigan carried out by the Vocational-Technical Education Service (VTES), under the Michigan State Board of Education, during fiscal year 1988-89. These activities were conducted to comply with the mandates of the Vocational Education Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap. The staffs of the VTES, the Community College Services Unit-Higher Education Management Services, and an educational firm from Detroit were responsible for conducting the compliance program. A state-level policy and program review determined that all policies were in compliance with the guidelines. No amendments or rescissions of policies were needed. A combined desk audit/onsite review of the State Technical Institute and Rehabilitation Center was conducted. Agency desk audits of 20 percent of the state's total number of subrecipients that offered vocational education (n=424) were completed. Benchmarks were established to compare data pertaining to special populations or protected groups. Secondary and postsecondary data were analyzed. No clear and present violations were found. Twenty-five percent of the desk audits (n=28) were selected for on-site reviews. On-site reports were prepared summarizing the findings and recommendations for compliance, including compliance plan development. Inservice training and technical assistance were provided. Results of monitoring included tentative and final approval of compliance plans and closure of other plans. (YLB)

ED 342 947 CE 060 515

Competencies for Self-Employment: Entrepreneurial Training for Ex-Offenders. Trainer's Handbook. Phase I.

SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Aug 87
NOTE- 170p.; For a related report, see CE 060 085.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Business Administration; Competence; Correctional Education; *Correctional Rehabilitation; Criminals; *Entrepreneurship; Job Skills; *Learning Activities; Postsecondary Education; Self Employment; *Small Businesses; *Teaching Methods
IDENTIFIERS- *Exoffenders

This handbook is intended to help trainers develop competencies for self-employment in ex-criminal offenders. The materials are presented in 11 sections. The first section provides a rationale for entrepreneurial training for ex-offenders and suggests teaching principles and methodologies. The next section describes recruitment, screening, and selection procedures. The core of the guide is section 3, which describes the curriculum itself--a 12-week program designed for 8-15 participants with 2 facilitators and consisting of 21 sessions ranging in length from 2.5 to 3 hours each. This section, by far the longest in the guide, contains materials for all 21 training sessions, including handouts, questionnaires, personal evaluation sheets, worksheets, career information, learning activities, and success stories. Finally, sections 4 through 11 of the guide contain a business plan workbook, joys and pitfalls of the program, footnotes, a bibliography of seven classroom materials, and order forms for Small Business Administration pamphlets, booklets, and other free materials. (KC)

ED 342 948 CE 060 522

A Model for a Vocational Counselor in an Area Secondary Vocational Center. Final Report.

SPONS. AGENCY- Arkansas State Dept. of Education, Little Rock. Div. of Vocational and Technical Education.

PUB DATE- Jun 91

NOTE- 40p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Career Counseling; Career Development; Career Guidance; Counseling Services; Counseling Techniques; Counselor Characteristics; *Counselor Role; *Counselors; Guidance Programs; Individualized Education Programs; Individualized Programs; Models; Nontraditional Occupations; Program Development; Program Implementation; *Regional Schools; Secondary Education; Sex Fairness; Special Education; Vocational Education; *Vocational Schools

The Camden Career Center (Arkansas) designed a guidance and counseling program that used the services of a vocational counselor to support the vocational education process. The vocational counselor administered assessment instruments, interviewed students, and assisted all students in completing career development plans. The counselor met with students to ensure enrollment in proper courses and assisted in program completion by advising students, contacting parents, and having regular contact with students. To assist students in making a successful transition to work or further schooling, the counselor ensured that each class included a unit on careers, administered learning style inventories, and made referrals. Among other activities the counselor also: helped students develop positive interpersonal life skills by encouraging participation in school clubs and arranging school parties and functions; made presentations and prepared print and publicity materials on nontraditional careers; arranged tours for special education teachers and counselors and developed individualized education plans (IEPs) for special needs students as well as individualized written vocational plans for all students. Finally, the counselor took a number of steps to ensure sex equity and access to all programs for all students. (Appendixes, amounting to over one-half of the report, include a sample career development plan, an occupational interest survey, a brochure on women's work, and a sample IEP form.) (YLB)

ED 342 949 CE 060 523

Fayetteville West Campus Child Care/Parenting Project. Program Improvement Final Report.

SPONS. AGENCY- Arkansas State Dept. of Education, Little Rock. Div. of Vocational and Technical Education.
PUB DATE- Jun 91
NOTE- 80p.; Newspaper articles in the appendix will not reproduce legibly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Child Rearing; Day Care; *Day Care Centers; *Dropout Prevention; *Early Parenthood; High Schools; Parent Child Relationship; *Parenthood Education; Parenting Skills; Potential Dropouts; *Pregnancy; Program Development; Program Evaluation; Program Improvement; Youth Problems
IDENTIFIERS- Arkansas (Fayetteville)

This paper describes a Child Care/Parenting Project established to meet the needs of teen parents and parents-to-be in 19 area schools served by the West Campus Technical Center in Fayetteville, Arkansas. The presence of a licensed child care facility on the vocational high school campus helped to expand and improve the vocational education program. Training in child care was provided to secondary students who enrolled; by real life exposure to babies, child care students developed more realistic ideas about teen parenting and its responsibilities. The project focused on dropout prevention for at-risk teen parents and parents-to-be and offered them parenting instruction. Student and parent evaluations were a continuous part of the project. Daily evaluation forms for the classroom and child care center were used. Results showed that the project enrolled over 60 teen parents in the last 3 years but there were only 2 repeat pregnancies. Students enrolled in child care training did not get pregnant. Among others, recommendations were made to: request increased budget and staffing; require increased parent participation in child care; and work closely with area agencies and organizations. (A Child Care/Parenting Center Monograph is appended. It includes parent's and student's handbooks; explanations of procedures for school management of infectious diseases; evaluation, pupil enrollment, health record, child information, and permission forms; a resource list; an equipment list for infant/toddler room; and examples of publicity.) (YLB)

ED 342 950 CE 060 531

Niedhamer-Tenan, Julie; And Others
In Transition...Opening Your Classroom to the Adult Student.
SPONS. AGENCY- New York State Education Dept., Albany.
PUB DATE- 90
NOTE- 44p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Adult Students; Age Discrimination; Ancillary School Services; Classroom Communication; Classroom Environment; Cognitive Style; Cooperative Learning; Educational Environment; High Schools; Learning Disabilities; Mathematics Skills; Needs Assessment; Nontraditional Students; Positive Reinforcement; *Public School Adult Education; Reentry Students; Remedial Instruction; *Secondary School Teachers; Stereotypes; Student Characteristics; Teacher Attitudes; Teacher Behavior; Teacher Expectations of Students; *Teaching Methods

This manual is intended specifically for new teachers who will be working with reentry or "hard-to-serve" adults. Introductory materials include general information for high school teachers who will incorporate this new, diverse population into the secondary classroom, descriptions of who these new adult students will be, and a discussion of needed support services. An institutional needs assessment guide is provided to evaluate institutional readiness. Other sections focus on the following topics: differences between teen and adult students; considerations for effective teaching methods; perceptual learning styles; methods of presentation; cooperative learning; listening skills; good questioning; mathematics skills and the adult learner; the mathematics learning environment; teacher expectations and stereotypes; remediation; learning disabilities; encouragement of students with poor skills; effective praise; interpersonal dynamics in the classroom; and creation of a constructive environment. An exercise follows to guide the teacher from theory to practice. Also provided are stories of two reentry students who are having difficulties with their role as students, stories that encourage the teacher to consider the issues raised in the manual. Comments are offered for comparison with teachers' thoughts. Appendixes include the following lists: 10 general resources, 37 resources on adult learners, 8 resources on adult career counseling, and 4 organizational sources. (YLB)

ED 342 951 CE 060 535

Daune-Richard, Anne-Marie
Women in "Male" Careers: The Case of Higher Technicians in France.
PUB DATE- 92
NOTE- 5p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Career Choice; Course Selection (Students); Employment Patterns; Engineers; Family Influence; *Females; Foreign Countries; *Nontraditional Occupations; Paraprofessional Personnel; Parent Influence; *Science Careers; Scientific Personnel; Sex Differences; Sex Fairness; *Student Educational Objectives; Technical Education; *Technical Occupations; Womens Education
IDENTIFIERS- *France

French statistics show that in the area of training and employment, differences in behavior patterns between men and women have diminished considerably. Nonetheless, sexual segregation remains strong, especially in scientific and technical fields. Distribution among training streams remains uneven. In tertiary and upper-level education and training, women are underrepresented in the scientific and technical programs. In the universities, the proportion of women in the sciences has remained stable; all other specializations show increases. A form of job segregation concentrates women in a limited number of occupations, notably personal services, health care, and office work. Technicians are 10.4 percent women, engineers and technical managers, 9.8 percent. A French study explored social conditions and processes that lead young women to pursue male-dominated training and employment. Data were obtained through interviews with 47 young women enrolled in technical training, and some of their parents, principals, and teachers. A combined analysis of social rationales brought out features common to the cohort studied: families expected a great deal from the young women in terms of socio-occupational advancement and counted on their academic success to bring this about; academic performance was average, with emphasis on "scientific" subjects; and a gender dynamic led the girls to assume a boy's role. Three post-degree itineraries can be extrapolated from the respective weights of these social rationales within the family configurations and the way they are combined. (16 references) (YLB)

ED 342 952 CE 060 539

Nontraditional Training and Employment Progams Serving Women Directory.
PUB DATE- 91
NOTE- 175p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Apprenticeships; Building Trades; Curriculum Guides; Demonstration Programs; Employment Patterns; Employment Potential; *Employment Programs; Equal Opportunities (Jobs); Federal Legislation; Federal Programs; Females; *Job Training; Models; *Nontraditional Occupations; Postsecondary Education; Program Descriptions; *Resources; State Programs; *Womens Education

This document provides short descriptions of 125 programs providing job training and preemployment skills training for women in nontraditional occupations (primarily skilled trades and crafts). Eighteen exemplary programs in all regions of the country are described. These descriptions are followed by descriptions of other training programs, information and technical assistance programs, and outreach programs, in many states. For each program listed, information is given on administrative agency, address, contact person, telephone number, program services, and eligibility. Twenty-one appendixes, which comprise half the document, contain such supplemental materials as the following: lists of Women's Bureau regional offices; Bureau of Apprenticeship and Training regional and state offices; state apprenticeship councils, apprenticeship and information centers, and the federal committee on apprenticeship; offices of federal contract compliance programs; Job Corps regional offices; national offices of Joint Labor-Management Apprenticeship and Training Programs; state vocational sex equity coordinators; state employment service offices; apprenticeable occupations; sample curricula for 14-week and 20-week training programs; a literacy and employment training program model; a glossary; tables of nontraditional occupations for women, women in registered apprenticeships, and persons employed in the trades, by sex and occupation; National Tradeswomen's Network; selected national organizations involved in training or employment assistance; and a list of 120 publications related to women in nontraditional occupations. (KC)

ED 342 953 CE 060 541

Carron, Gabriel; Carr-Hill, Roy A.
Non-Formal Education: Information and Planning Issues.

PUB DATE- 91
NOTE- 83p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Case Studies; Comparative Education; Developed Nations; *Developing Nations; Educational Needs; *Educational Planning; *Educational Practices; *Educational Trends; Elementary Secondary Education; Foreign Countries; Futures (of Society); *Nonformal Education; Postsecondary Education
IDENTIFIERS- Argentina; Canada; Hungary; USSR

This report summarizes what was learned from a series of studies on nonformal education (NFE) conducted in the last half of the 1980s by the International Institute for Educational Planning and draws lessons from these studies for planning and policy making. Source material includes four national case studies in Argentina, Canada, Hungary, and the USSR. The case studies mapped out the different components of the diversified NFE field; analyzed their relative importance; and identified the main determinants of the diversification process and its effects, examining the role of planning in this process. This study focused on NFE in developing countries. Chapters 1-3 of the report summarize what has been learned about NFE, such as forms and dynamics of the diversification process, the different forms of out-of-school education, who is organizing different forms of education, and who benefits. Chapters 4-5 examine the implications for planning in both quantitative and qualitative terms, including the information base and planning for NFE at different levels and in the future. The book includes 20 references, the questionnaire used in Canada, and excerpts from a questionnaire used in the United Kingdom. (KC)

ED 342 954 CE 060 542

Fox, John; Powell, Jan
A Literate World.
PUB DATE- 91
NOTE- 33p.; Photographs will not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Curriculum Development; Definitions; Developed Nations; *Developing Nations; *Disadvantaged; Educational Finance; Educational Planning; Educational Research; Elementary Education; Foreign Countries; *Literacy Education; Primary Education; Research Needs; Student Motivation; Teacher Education; *Teaching Methods; Womens Education

This booklet is based on information shared at the 42nd session of the International Conference on Education held in Geneva, Switzerland, in September 1990. Sources include speeches, working documents, final reports, questionnaire replies, national reports, and other publications produced especially for the meetings. The booklet was produced as a follow-up activity to the World Conference on Education for All held in March 1990 in Jomtien, Thailand. Articles in the publication include the following: "Illiteracy: The Problem"; "What Is Literacy?"; "Reaching the Underprivileged"; "Helping Women and Girls"; "How to Motivate Learners"; "Organizing and Planning"; "Partnerships for Literacy"; "A Glossary of Literacy Terms"; "A Question of Cost"; "What to Teach and How to Teach It"; "Questions of Culture and Language"; "Teaching the Teachers"; "Literacy and After"; "Evaluation and Research"; "Where to Go for Help"; and "International Cooperation and Aid." (KC)

ED 342 955 CE 060 543

Literacy and Health in the United States: Selected Annotations. Disease Prevention and Health Promotion.
SPONS. AGENCY- Center for Chronic Disease Prevention and Health Promotion (DHHS/CDC), Atlanta, GA.
PUB DATE- Mar 91
NOTE- 66p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Books; *Health Education; Health Programs; *Health Promotion; Health Services; High Interest Low Vocabulary Books; *Literacy Education; Occupational Safety and Health; Program Descriptions; Readability Formulas; *Resource Materials

This document contains 117 abstracts of literature, materials, and programs that demonstrate the methods presently being used by health professionals to reach low-literate populations. The items were obtained by searching computerized databases and by contacting organizations and individuals active in the field of literacy and health. The abstracts are organized into three sections. The documents described in the first section look at literacy issues in the United States, legislation, research, and readability formulas and their use. Those in the second section focus on health and literacy issues and health promotion literature. The final section lists such resources as program descriptions, directories and bibliographies, and resource materials. The publication is indexed by personal author, corporate author, subject, and title. Current items in this publication are also listed in the Combined Health Information Database (CHID) of the U.S. Public Health Service. (KC)

ED 342 956 CE 060 544

Hamilton, Stephen F.; And Others
Creating Apprenticeship Opportunities for Youth. A Progress Report from the Youth Apprenticeship Demonstration Project in Broome County, New York.
SPONS. AGENCY- New York State Legislature, Albany.
PUB DATE- Sep 91
NOTE- 21p.; On pages 1-3 regular text overlays illustrative text.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141)
DESCRIPTORS- Allied Health Occupations Education; *Apprenticeships; *Cooperative Programs; Demonstration Programs; *Education Work Relationship; Engineering Technicians; Guidelines; High Schools; Institutional Cooperation; Manufacturing; Production Technicians; *Program Development; *School Business Relationship; *Work Experience Programs
IDENTIFIERS- Cornell University NY; *New York (Broome County)

A description is presented of the Youth Apprenticeship Demonstration Project in Broome County, New York, which enrolls 25 high school juniors from 5 school systems in newly created apprenticeships in manufacturing and engineering technology, administration and office technology, and health care. Apprentices spend 10-20 hours per week (plus summers in some cases) in supervised work experience with one of four participating employers. In addition to releasing students from school for part of the day, participating high schools give apprentices opportunities to relate their classes directly to work experiences. Successful apprentices will be qualified for employment after high school, but they will also be encouraged to continue their training for another 2 years at Broome Community College in order to qualify for employment at higher levels or to pursue higher education. This report describes the operating principles, the structure of the project, responsibilities of employers and school staff, Cornell University (New York) involvement in the project, institutional cooperation, ideas for designing apprenticeships, manufacturing and engineering technology, administration and office technology, and health care curricula. (KC)

ED 342 957 CE 060 545

The Kenya Literacy Programme: A View from Below. Report of an IIEP Research Review Workshop (Nairobi, Kenya, November 27-29, 1989).

PUB DATE- Nov 89

NOTE- 53p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; *Developing Nations; Educational Needs; Educational Policy; Foreign Countries; *Literacy Education; *Outcomes of Education; *Participant Characteristics; Policy Formation; *Program Effectiveness; Program Implementation; Public Policy; Workshops

IDENTIFIERS- *Kenya

Research conducted in Kenya had two purposes: to describe the literacy program and literacy learners and to determine the literacy skill levels of participants and to what use they are putting those skills. Researchers collected data from 5 districts in Kenya, including information about the characteristics and functioning of the literacy centers, and interviewed 388 of the 660 learners who had earned literacy certification and 64 teachers. Some of the findings of the study were the following: (1) the majority of the learners (67.5%) in the literacy programs are women; (2) enrollments in the program have been declining after enthusiastic growth resulting from a massive campaign in the 1970s; (3) facilities and equipment were found to be in relatively good shape; (4) teachers had been trained by 2-week courses or by 2-year correspondence courses; (5) learning motivation of more than 65 percent of the participants involves simply the desire to read and write; (6) large proportions of learners continue attending literacy classes after they have attained their certificates; and (7) numeracy skills are used more often than literacy skills. The study concluded that the main problem with the literacy program was that learners lacked motivation to attend, partially because of poor teaching. The findings of the study were reviewed at a workshop in Nairobi, Kenya, with 42 participants, and policy implications were formulated. (Appendixes include a list of workshop participants and the workshop program.) (KC)

ED 342 958 CE 060 546

The Tanzania Literacy Programme: A View from Below. Report of an IIEP Research Review Workshop (Morogoro, Tanzania, October 10-12, 1990).

PUB DATE- Oct 90

NOTE- 45p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; *Developing Nations; Educational Needs; Educational Policy; Foreign Countries; *Literacy Education; *Outcomes of Education; *Participant Characteristics; Policy Formation; *Program Effectiveness; Program Implementation; Public Policy; Workshops

IDENTIFIERS- *Tanzania

Research conducted in Tanzania had two purposes: to describe the literacy program and literacy learners and to determine the literacy skill levels of participants and to what use they are putting those skills. Researchers spent a month in each of four villages gaining information about the socioeconomic system, communication, development, the role of literacy, local literacy classes, and the effects of literacy upon the learners and upon the local community . At the same time, 270 of 416 learners were interviewed and tested, and a control group of 59 was interviewed. Some of the findings of the study were the following: (1) the majority of the learners in the literacy programs were middle-aged women; (2) three-fifths had attended school, most for more than 4 years; (3) most of the learners were from the poorer groups of society, and more than 90 percent of them listened to the radio; (4) the literacy program had declined substantially in enrollment since the enthusiasm of the 1970s; (5) about half of the teachers had adequate supplies of reading materials; (6) the results of national literacy examinations showed that several million people achieved literacy over 10-15 years; (7) the literate group scored much higher than the illiterates in terms of functional knowledge; and (8) only one-third of newly literate people perceived any functional reasons for literacy. The findings of the study were reviewed at a workshop at Morogoro, Tanzania, with 37 participants attending, and policy implications were formulated. (Appendixes include a list of workshop participants and the workshop program.) (KC)

ED 342 959 CE 060 549

Cupp, Linda Butterfield
Acquiring New Perspectives: The Impact of Education on Adult Students in a Traditional University.
PUB DATE- 15 Apr 91

NOTE- 26p.; A presentation based on this paper was made at the Annual Meeting of the American Association for Adult and Continuing Education (Montreal, Quebec, October 16, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Adult Students; Attitude Change; College Seniors; Educational Research; *Goal Orientation; Higher Education; *Nontraditional Students; *Outcomes of Education; Participant Satisfaction; *Student Attitudes; Student Interests; *Universities; Values

A study explored adult undergraduate students' perceptions of the impact of the educational experience on attitudes, values, interests, and aspirations. A sequence of open-ended interview questions in four content areas was developed from a study of relevant literature, advice of a committee of adult educators, and categories that emerged from two pilot studies. Sixteen students were selected from a population of 216 students, 25 years of age and older, in their senior year in the College of Arts and Sciences at a midwestern land-grant university primarily serving traditional students. Semistructured interviews were conducted during the fall 1990 semester; every student contacted agreed to be interviewed. Data were collapsed into emergent conceptual themes, counted, and subjected to the constant comparative method of data analysis proposed by Glaser and Strauss (1967). According to the findings, adults believed that undergraduate education alters, enhances, or accelerates developing attitudes and values; stimulates new interests; and defines, heightens, and makes possible the realization of aspirations. However, changes in perspective often began prior to returning to school, and involvement and participation in extracurricular activities decreased. Although time constraints and a lack of institutional support were perceived as major barriers to the educational process, students indicated that they would repeat the experience. (29 references) (YLB)

ED 342 960 CE 060 555

Coordinator(a) de Servicios Clinicos. Parte I (Unidad I-IV). Parte II (Unidad V-VI). Guia. Documento de Trabajo (Clinical Services Coordinator. Part I. Units I-IV. Part II. Units V-VI. Guide. Working Document).

PUB DATE- 91

NOTE- 562p.

LANGUAGE- Spanish

EDRS Price- EDRS Price - MF02/PC23 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Allied Health Occupations Education; Behavioral Objectives; *Clinics; *Coordinators; Ethics; Hospitals; Human Body; Interpersonal Relationship; *Legal Responsibility; *Medical Vocabulary; Microbiology; Occupational Information; Pathology; *Physiology; Secondary Education; *Telephone Usage Instruction; Tests

This guide is intended for instructing secondary students in the occupation of clinical services coordinator in a hospital. The first part contains four units on the following subjects: the occupation of clinical services coordinator; interpersonal relationships; ethical/legal aspects; and communications (telephone, intercom, and others). For each task/competency in a unit, the following information is displayed in a six-column chart: terminal objective, enabling objective, related information, references, teaching strategies, and evaluation method. Part I has 16 brief appendices providing: (1) list of general course objectives; (2) diagram of clinical services coordination; (3) description of a nursing unit; (4-6) tests for unit I; (7) explanation of Maslow's hierarchy of needs; (8) unit II test; (9) unit III test; (10) list of patients' rights; (11) list of ethical practices for health personnel; (12) list of telephone courtesy rules; (13) learning activity on answering the telephone; (14) guide for making external phone calls; (15) guide for answering the intercom; and (16) unit IV test. A list of 36 references concludes part I. The two units in part II cover the terminology of physiology and principles of microbiology. Competency charts have the same components as part I. Part II includes 23 appendices consisting of vocabulary lists followed by vocabulary tests on the following topics: prefix/suffix and English meaning of medical terms; areas of the body; cells and skin; musculoskeletal system; nervous system; circulatory system; gastrointestinal system; respiratory system; male urinary/reproductive system; female reproductive system; endocrine system; eyes and ears; and microorganisms. A chart on the use of disinfecting agents and 36 references conclude part II. (SK)

ED 342 961 CE 060 557

Estructura y Funcionamiento del Cuerpo Humano. Prontuario. Guia del Maestro. Documento de Trabajo (Structure and Function of the Human Body. Handbook and Teacher's Guide. Working Document).

PUB DATE- 88
NOTE- 298p.
LANGUAGE- Spanish
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; *Anatomy; Behavioral Objectives; Competence; Course Descriptions; Cytology; *Human Body; *Physiology; Postsecondary Education; Secondary Education; Teaching Guides

This handbook and teacher's guide are for a 37-week course on the human body, intended for secondary or postsecondary students in allied health occupations. The syllabus lists general objectives and the number of hours and weeks devoted to each unit. A course outline is provided for five units: anatomy and physiology terminology; general organization of the body; cells; tissues, membranes, organs, and systems; and 11 body systems--integumentary, skeletal, muscular, lymphatic, respiratory, digestive, endocrine, urinary, nervous, sensory, and reproductive. Other contents are as follows: competencies for each unit; teaching strategies, techniques, materials, and resources; evaluation methods; and 19 references. The teacher's guide gives the following information for the unit competencies, displayed in a six-column chart: terminal objective, enabling objective, related information, references, teaching strategies, and evaluation method. Thirteen references are provided. (SK)

ED 342 962 CE 060 560

Curso: Auxiliar de Farmacia. Guia. Farmacia Teorica: Manual del Estudiante. Matematica General: Manual del Estudiante. Documento de Trabajo (Pharmacy Assistant Course Guide. Theoretical Pharmacy Student Manual. General Mathematics Student Manual. Working Document).

PUB DATE- 91
NOTE- 192p.

LANGUAGE- Spanish
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Allied Health Occupations Education; Anatomy; Chemistry; Course Descriptions; Fractions; Laws; *Mathematics; Occupational Information; *Pharmaceutical Education; *Pharmacy; Physiology; Postsecondary Education; Ratios (Mathematics); Teaching Guides

The three parts of this document are intended for a 3-semester course for pharmacy assistants. The course guide contains the following sections: occupational description; educational philosophy; general objectives; tasks/competencies for each unit; course organization; brief description of the topics; student standards; and evaluation methods. Outlines and references are provided for the following course topics: theoretical pharmacy; communication skills; general mathematics; pharmaceutical computation; practical pharmacy I (lecture and laboratory); practical pharmacy II (lecture and laboratory); the pharmacy trade I-II; administration of drugs; pharmaceutical laws; descriptive pharmacy; fundamentals of chemistry I-IV; anatomy and physiology I-III; pharmacology and hygiene; typing; and conversational English. The student handbook on theoretical pharmacy contains information and quizzes on the following subjects: occupational description; history of pharmacy; pharmacy in the United States and Puerto Rico; pharmacy staff; dosage and forms of medications; synonyms or common names of medications; care and storage of medications; and bottles and caps for medications. Seven references are provided. The student handbook for general mathematics includes exercises on the following: Roman numerals; fractions (addition, subtraction, multiplication, division); decimal fractions; percent; ratio; and proportion. Three references are listed. (SK)

ED 342 963 CE 060 562

Prontuario para la Ensenanza del Curso Asistente de Salud en el Hogar. Documento de Trabajo (Handbook for the Home Health Aide Course. Working Document).

PUB DATE- 91
NOTE- 85p.
LANGUAGE- Spanish
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Allied Health Occupations Education; Course Descriptions; Diseases; Employment Potential; Ethics; *Home Health Aides; Home Management; Individual Development; Job Skills; Nutrition; *Occupational Information; *Patients; Secondary Education

This handbook is intended for a 2-year secondary course for home health aides. Introductory information includes a description of the occupation, prerequisites, general objectives, and a chart depicting the number of hours and weeks devoted to each unit. The course outline covers 12 units: (1) the occupation of home health aide; (2) principles of growth and development; (3) psychological aspects of patient care; (4) ethical and legal considerations; (5) preventing infection; (6) nutrition; (7) illnesses and disorders of bodily systems; (8) fundamentals of patient care; (9) assisting with medication; (10) rehabilitation; (11) helping with home management; and (12) job search and other employability skills. Other contents are as follows: a list of competencies for each unit; teaching strategies, resources, and materials; evaluation methods; and 36 references. (SK)

ED 342 964   CE 060 565

Incorporating Applied Learning Techniques of Basic Skills into the Secondary Vocational Education Curriculum. Final Report.

SPONS. AGENCY- Arkansas State Dept. of Education, Little Rock. Div. of Vocational and Technical Education.

PUB DATE- Jun 91

NOTE- 102p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Achievement; Academic Education; *Basic Skills; Demonstration Programs; *Educational Cooperation; High Schools; *Integrated Curriculum; Mathematics Skills; Program Design; Program Effectiveness; Reading Instruction; Required Courses; Science Instruction; Staff Development; Student Evaluation; Team Teaching; *Vocational Education; Vocational High Schools

IDENTIFIERS- Jonesboro Public Schools AR

The Jonesboro Area Vocational High School was the Arkansas pilot site for the Southern Regional Education Board (SREB) initiative to improve the basic competencies of high school vocational students. The project aimed to revise vocational courses to incorporate academic content, to revise course requirements, and to encourage vocational and academic teachers to work together. Two academic teachers responsible for integrating academic content in vocational education taught modules, helped vocational instructors develop instruction, and provided remediation. Staff development for vocational and nonvocational teachers, counselors, and administrators included teaching basic skills and applied learning courses. An advisory committee assisted with student follow-up and provided assistance in evaluation. Evaluation measures included the following: assessment of student achievement in 1988 and 1990 in reading, mathematics, and science; annual studies of vocational program completers; student follow-up surveys; and administrator, counselor, and teacher surveys. Findings were as follows: students met or exceeded scores set as goals; student enrollment in specific mathematics and science courses increased; and a cooperative attitude of students and teachers was noted. (Appendixes, amounting to about three-fourths of the report, include 1988 and 1990 results of an assessment of reading, mathematics, and science in the Jonesboro Area Vocational High School and the 1990 site report.) (YLB)

ED 342 965 CE 060 566

A Project To Design and Implement a Competency-Based, Computer-Assisted and Computer-Managed Practical Nurse Program. Final Report.

SPONS. AGENCY- Arkansas State Dept. of Education, Little Rock. Div. of Vocational and Technical Education.
PUB DATE- Jun 91
NOTE- 26p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Competence; *Competency Based Education; *Computer Assisted Instruction; *Computer Managed Instruction; Educational Improvement; Individualized Instruction; *Nurses; *Nursing Education; Outcomes of Education; Postsecondary Education; Program Development; *Program Effectiveness; State Programs; Statewide Planning
IDENTIFIERS- Arkansas

An Arkansas project developed a model practical nurse program that offers a nontraditional approach to instruction. Computer-assisted and computer-managed instruction was integrated into the competency-based curriculum, and the model was to be replicated in other licensed practical nurse (LPN) programs. The project was divided into six phases: ordering equipment; setting up a computer laboratory; designing a competency framework; designing and developing competencies for each content area; implementing the model; and evaluating the project. Students used the software program "ChartSmart" to learn charting; it was rated as an excellent tool. The project showed that computer testing saved the instructor's grading time. The effectiveness of the competency-based approach was demonstrated by the 98 percent passage rate on the National Council Licensure Examination (NCLEX) achieved by program graduates in 1988-89 and 1989-90 compared with the statewide average passage rate of 85-87 percent. One-hundred percent of the program graduates were placed. Evaluation of the project showed that using competency-based, computer-assisted, and computer-managed instruction is a very effective means of providing high quality education. However, using this means of instruction is more expensive and does require the instructor to be more organized. Continued development was recommended. (KC)

ED 342 966 CE 060 567

A Model for Self-Paced Audio Visual Laboratory in Vocational Education Programs. Final Report.

SPONS. AGENCY- Arkansas State Dept. of Education, Little Rock. Div. of Vocational and Technical Education.

PUB DATE- Jun 91

NOTE- 18p.; Newspaper photo will copy poorly.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Auto Mechanics; Business Education; Cosmetology; Educational Innovation; Education Work Relationship; Foods Instruction; *Individualized Instruction; *Learning Modules; Material Development; *Pacing; Postsecondary Education; Programed Instructional Materials; *School Business Relationship; Video Equipment; *Vocational Education

Since people learn in many different ways, and since the traditional style of teaching may not be the best way to teach many students, a 3-year program developed and implemented articulated, self-paced instructional materials in five vocational areas (automotive service technology, cosmetology, food laboratory technology, business education, and video production) and sought to increase the use of instructional resources at Arkansas Valley Vocational Technical School. The program also helped area companies to respond to the training needs of their employees and increased the visibility of vocational-technical education within the economic community. Learning packets of instructional materials were created, each focusing on a particular competency in a vocational area. Packets included information sheets, videotapes, diagrams, exercises, and self-tests, in order to give students a variety of self-paced learning activities. Appendixes present an outline of the student management system, designed by Cynthia J. Lanphear, used to guide students through the learning modules, and copies of the follow-up survey, the evaluation form, and a newspaper photograph. (KC)

ED 342 967 CE 060 568

Hulse, David R.
Faculty Return to Industry. Final Report.
SPONS. AGENCY- Arkansas State Dept. of Education, Little Rock. Div. of Vocational and Technical Education.
PUB DATE- Jun 88
NOTE- 125p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Efficiency; *Experiential Learning; High Schools; Inservice Teacher Education; *Internship Programs; Performance; *Productivity; *Quality Control; *School Business Relationship; Standards; Vocational Education; *Vocational Education Teachers
IDENTIFIERS- *Statistical Process Control

Lagging productivity and increased competitiveness from abroad are forcing U.S. management companies to adopt new management styles that promote efficiency and quality in production. High on the agenda is the incorporation of Statistical Process Control (SPC). SPC requires definition of process and product specifications to facilitate their measurement and construction of an SPC chart to view process behavior. A Quality/Productivity Training Partnership was established in June 1986 to create a network of teams to bring the quality/productivity/SPC issue to the attention of local industry in Arkansas and provide an educational resource. In January 1987, a vocational educator representing the partnership began an internship at Borg Warner (in Blytheville, Arkansas), which was using SPC in a nurturing atmosphere created by management. Random observations and a more analytic approach involving flowcharting and cause and effect analyses were done of the manufacturing and support technologies. A mini-internship at Monroe Automotive followed. The intern then attended an SPC workshop and developed an outline for a Transformation of American Industry (TAI) program. Involvement in the internship led to recommendations for the educational process and curriculum development. (The TAI program outline is appended.) (YLB)

ED 342 968 CE 060 572

Narang, R. H.
Community Education: A Systematic Programme for Adult Education.
PUB DATE- Nov 89
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Education; Adult Literacy; College Faculty; *College Role; Community Development; *Community Education; Developing Nations; *Extension Education; Foreign Countries; Higher Education; Illiteracy; *Literacy Education; *Nonformal Education; Program Development; Program Implementation; Student Participation; Teacher Participation
IDENTIFIERS- *India

Efforts at education for all in India began with the expansion of the night school concept in the late 1800s. The government took responsibility for adult education in 1937. With independence came general acceptance of the broader concept of adult education. Despite literacy efforts through the 1960s, 1970s, and 1980s, the number of illiterate people continued to rise. An effort is currently underway to involve college students and teachers in the eradication of illiteracy. In the universities, five agencies have set directly or indirectly the goal of meeting the needs of community education and development. Incentives for students and attempts to link adult education with the undergraduate curriculum have been undertaken. A remedy is proposed which involves developing a systematic program for adult education within the university system. A nonformal education stream would permit a person to enroll at any age and learn at his/her own pace. The community school and community college would offer an education program designed to meet community needs. University extension work would involve extending resources to the community. College agency activities would be coordinated. The role of colleges would be to define the workload of the teacher in extension, adopt a geographical area in which to work, form a community education committee with community members, support teacher study of the work, offer higher level courses, and operate community colleges as needed. (YLB)

ED 342 969 CE 060 573

Cassara, Beverly B.
Multiculturalism: The Challenge to Adult Education in the United States.
PUB DATE- Apr 91
NOTE- 15p.; Paper presented at the Executive Committee Meeting of the International Council for Adult Education (Gothenborg, Sweden, April 4-11, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; *Adult Education; Cross Cultural Training; Cultural Awareness; Cultural Differences; *Cultural Pluralism; English (Second Language); Equal Education; *Ethnic Groups; *Multicultural Education; Policy Formation; *Public Policy

Ethnic minorities are underserved in adult education in the United States. Reasons for the lack of a national education initiative actively promoting education equity for ethnic minorities include the low status of adult education, discrimination, and lack of financial support. Programs of English as a Second Language are examples of good programs that prepare students for employment. However, after program completion, no one supplies cultural nurture to encourage the student to continue with education. Good multicultural programs are operating in the United States, but examples show the ephemeral nature of many programs. The first challenge is to realize that the melting pot concept must be replaced by a concept of cultural pluralism based on the idea that persons from many cultures can live together without forfeiting their cultural heritage. Much cross-cultural education is necessary for the adults in the dominant group to develop this realization. A second challenge is to develop a national policy to provide necessary, relevant, and accessible educational opportunities to minority adults to empower them to make educational decisions based on equity. The third challenge is the question of financing in a time of economic crisis. A fourth challenge is for adult education researchers and writers to exert their efforts in this direction. (YLB)

ED 342 970 CE 060 574

Cassara, Beverly Benner

Thoughts on the Education of Women in the United States in the 1990's.

PUB DATE- Apr 91
NOTE- 15p.; Paper presented at the University of Tubingen (Tubingen, Germany, April 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; *Adult Education; Continuing Education; *Employed Women; Feminism; Higher Education; *Low Income Groups; *Minority Groups; Program Development; Program Effectiveness; Program Implementation; Sex Fairness; *Womens Education

About 30 years ago, Betty Friedan published "The Feminine Mystique" and changed the lives of millions of women forever. The education of women, the prime vehicle to bring about change, has passed through many phases. In the late 1960s and the 1970s, many kinds of special programs for women blossomed in colleges and universities, continuing education, and training programs. The backlash from men, who felt discriminated against, led to their entrance into these programs and women's entrance into traditionally male programs. In the 1990s, as more women are employed and providing economic support for families, more women participate in continuing education, but do so on a part-time basis. Fortunately, part-time opportunities exist. A major problem that remains is the case of underserved low-income and minority women. The biggest barrier that keeps women from participating in publicly sponsored programs is their sense of hopelessness. One example of a successful method for working with these women prepares graduate students for working in a low-income housing project. These principles are discussed with the students: (1) the community women deserve and must be accorded respect; (2) no agenda, no specific program or project must be planned; (3) success comes in small steps or small things; and (4) fund raising must be done by working with the women. As the women develop and start to consider themselves worthy individuals, their children also begin to see themselves differently. (YLB)

ED 342 971 CE 060 575

Cassara, Beverly Benner
Preparing Graduate Students To Carry Out Participatory Research.

PUB DATE- Apr 91
NOTE- 17p.; Paper presented at the Research Institute, University of Siegen (Siegen, Germany, April 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Action Research; *Adult Education; Adult Educators; *Citizen Participation; Community Action; Community Control; Community Involvement; Developing Nations; Foreign Countries; *Graduate Students; Graduate Study; Higher Education; Participative Decision Making; *Participatory Research; Research Methodology; Social Action; Social Change; *Social Science Research; Theory Practice Relationship

A growing trend in social science research is to reject those modes that treat individuals as objects of research and to accept the role of catalyst in helping the people to do their own research. Also, there is an increasing demand that results of social research must serve in a timely way to improve the situation of those involved. Participatory research meets these two requirements. Its basic premise is the democratic principle that oppressed and marginalized people can transform their social realities through education, research, and action. The facilitator does not choose the problem, the study method, or persons to carry out the study. The people set priorities and choose a problem, explore the roots of the problem, and research alternatives for correcting root conditions. The solution to one problem makes evident the next problem. Documentation is important but it need not be written. The cases of a group of indigenous women in India and a group of women in a city housing project in the District of Columbia, demonstrate participatory research's applicability in developing and industrialized countries. Adult education graduate students should learn this methodology because social science research is changing. Students need to be taught the following principles: people have to do it themselves; their values and not those of the students must prevail; people must choose their own methodology; people must choose their action priority; people must evaluate their own successes or failures; and what people learn will be the basis for further learning. (YLB)

ED 342 972 CE 060 576

Cassara, Beverly Benner
Women in Development.
PUB DATE- 21 May 90
NOTE- 14p.; Paper presented at a meeting of the Adult Education Alumnae Association (Gorham, ME, May 21, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Education; Adult Literacy; *Developing Nations; *Economic Development; *Females; Foreign Countries; Illiteracy; *Literacy Education; Productivity; Rural Extension; Sex Discrimination; Sex Fairness; *Womens Education

Women in development refers to the needs and problems of women in developing countries and the responsibility of industrialized countries to ensure that aid programs serve the best interests of these women. A concern of adult educators is the relationship between adult education and the challenges facing women in the development of their countries. In addition, men and women in the United States must be educated as to ways in which they can be of optimal assistance. Illiteracy and lack of education and training of women contribute to a vicious cycle of underdevelopment, low productivity, and poor conditions of health and welfare. Girls get less schooling than boys; adult women have some opportunities to go to literacy classes, but have difficulty finding the time and energy. Current international activity relating to literacy promotion puts pressure on governments. Some of the most effective literacy work is done by women in nongovernmental organizations. The literacy movement has progressed from its beginnings as a skill taught in nonformal situations to a phase in which learning was connected to carrying out women's responsibilities. Now women require training for productivity. One obvious training opportunity could be provided by agricultural extension workers. Education of women is also the key factor in the area of family health. The only successful way to help women is to help them work toward their own empowerment. (YLB)

ED 342 973 CE 060 577

Cassara, Beverly B.
Participatory Research for Primary Health Care.
PUB DATE- 23 Nov 88
NOTE- 18p.; Paper presented at the Women's Conference (East Lansing, MI, November 23, 1988).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; *Adult Education; *Citizen Participation; Community Action; Community Control; Community Involvement; Developing Nations; Foreign Countries; Participative Decision Making; *Participatory Research; Primary Health Care; Research Methodology; Social Action; Social Change; *Social Science Research; Theory Practice Relationship

Participatory research began as a reaction to traditional social science research methodology, which tended to make persons into objects of study. It had its beginnings in Tanzania around 1970, when a group of farmers participated in research to assess and solve the problem of losses of grain harvests. The process grew out of the philosophy of Paulo Freire, which placed the locus of research with the people themselves in any situation where social transformation was the ultimate goal. It included a combination of research, education, and action. A facilitator must be with the people on an ongoing basis, have patience, and provide education in very informal ways. Documentation can occur without any written process. An illustrative case is that of a group of women in India who improved their situation through popular theater. The process was as follows: the women designed productions to initiate discussion, reworked them to portray the problem realistically, and then showed possible scenarios for correcting the problem. Another project in Appalachia shows how indigenous leaders representing a number of groups were trained to solve the problem of a low tax base associated with strip-mined land. Participatory research has been used in many ways to promote primary health care. Results are slow, however, and success may have to be redefined. (YLB)

ED 342 974 CE 060 578

Cassara, Beverly B.
A Report on the Highlander Folk School.
PUB DATE- 90
NOTE- 12p.; Paper presented at the Board Meeting of the Coalition of Adult Education Organizations (Washington, DC, February 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Adult Education; *Civil Rights; *Community Action; Community Education; *Community Problems; Community Schools; Democratic Values; Educational Development; Educational History; Educational Innovation; Educational Methods; *Folk Schools; Leadership Training; Needs Assessment; *Nontraditional Education; Postsecondary Education; *Unions
IDENTIFIERS- *Highlander Folk School TN

The Highlander Folk School was founded as an alternative kind of education with no academic admission requirements, no examinations or grades, and no set curriculum. Hard times were caused by lack of funds and the radical nature of its purpose--to help poor people know their rights and stand up for them. As an undergraduate, Myles Horton, its founder, gained two insights that influenced his future--the negative effect of the isolation of knowledge from practice in the development of democratic principle and an interest in unions. After college, Horton went to Denmark to learn about the Folk High School movement. On November 1, 1932, he established his school in Monteagle, Tennessee. The curriculum grew from needs of the county residents. Four main projects were local community development, training union leadership, organizing farm/labor groups, and civil rights. The school's efforts in union leadership training ended when the unions grew powerful. Highlander's next effort in civil rights grew naturally out of union leadership training, for blacks needed help to organize. This phase of the school's work and consequent legal troubles brought the close of the original Highlander School. Highlander then moved to its present site in New Market, Tennessee. Today the Highlander Research and Education Center has the same educational policy to help people take the lead in solving their current problems: establishment of rural health clinics;

stopping the dumping of toxic waste, strip mining and absentee landlords; tax reform; and land use reform. (YLB)

ED 342 975 CE 060 579

A Summary of Proceedings and Participant Recommendations from a National Workshop on Institutionalizing Progress in Agricultural Extension and Education in Taiwan (Taichung, Taiwan, April 22-24, 1991) = Cejin Wo Guo Nongye Tuiguang Jiaoyu Xin Tizhi Yantaohui Zhuanji. Zhonghua Minguao Bashi Nian Siyue 22 zhi 24.

PUB DATE- Apr 91
NOTE- 109p.
LANGUAGE- Chinese; English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- rights. The school's efforts in ,Collected Works - Proceedings (021)
DESCRIPTORS- *Agricultural Education; Chinese; *Extension Agents; Foreign Countries; *Graduate Study; Higher Education; Inservice Teacher Education; Masters Programs; Preservice Teacher Education; Program Development; Research Projects; *Rural Extension; *Teacher Education; *Vocational Education; Vocational Education Teachers
IDENTIFIERS- *Taiwan

These proceedings contain four presentations from a workshop at which leaders in agriculture and education contributed suggestions for developing policies and plans for the new Agricultural Extension Education Graduate Institute (AEEGI) in Taiwan. Introductory materials include a list of members of the planning committee, workshop rationale, workshop program, "Welcome Remarks" (Ching-Yin Chen), and "Introduction" (Cheng-Chang Li). "Extension Programs at National Chung Hsing University" (Tse-Chun Yang) is a one-page summary. "Some Challenges for the AEEGI: Suggested Characteristics for the Graduates" (O. Donald Meaders) recommends that graduates be willing and able and describes what they should be willing and able to do. "Trends in Agricultural Education in the United States with Implications for Taiwan" (William Thuemmel) provides a brief historical review of U.S. extension education and describes necessary changes in agricultural education and their implications for Taiwan. Participant recommendations are listed for these AEEGI functions: master's degree program; research program; vocational agriculture teacher preparation program; supervision of inservice program for vocational agriculture teachers and provision of inservice programs for agricultural extension personnel; and short-term agricultural management training courses. "Closing Remarks--Future Plans for AEEGI" (Cheng-Chang Li) is followed by a participant list. A Chinese language version of the text appears first in this volume. (YLB)

ED 342 976 CE 060 581

Further Education in Germany: Qualification in a Changing World.

PUB DATE- 91
NOTE- 29p.; Bildung und Wissenschaft (Education and Science) Series.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Education; *Continuing Education; Educational Development; Educational History; Educational Needs; *Educational Responsibility; Foreign Countries; Government School Relationship; *Job Skills; *Job Training; Postsecondary Education; Retraining; Technological Advancement; *Vocational Education
IDENTIFIERS- *Germany

The further education of adults in Germany has its roots in the 19th century. In a unified Germany, further education and training enjoy a key position in the establishment of free market economy structures. Further education enjoys equal status with all other educational sectors. It is distinguished by the plurality of organizing bodies and diversity of programs offered. The federal government, Laender (States), and local authorities have their own rights and duties. Industry is the main sponsor and spends yearly an amount equal to that provided by all three governmental levels. Adult education centers, trade union education facilities, industry, ecclesiastical institutions, higher education and academic institutes, and the civil service offer further education. Overlapping commitments of further education are key qualifications, special groups, social and political responsibility, and technological change. Vocational further education enables the maintenance, extension, and adjustment of vocational skills as well as employee promotion. Anticipating the European internal market in 1993, employees regard acquisition of "European qualifications" as the objective of their further training. A large number of measures have been initiated in support of the European unification process. The political parties are concerning themselves with further education and training matters, although they have differing objectives. (Appendixes include a 10-item bibliography, glossary, and addresses of organizations.) (YLB)

ED 342 977 CE 060 583

Grasso, Rena
Profiles of Transformation. How the Carl Perkins Act Creates Change.
SPONS. AGENCY- New Jersey State Dept. of Community Affairs, Trenton.; New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
PUB DATE- 90
NOTE- 65p.; Photographs will not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Access to Education; *Adult Basic Education; *Adult Counseling; Adult Programs; Adult Vocational Education; Basic Skills; *Career Counseling; Economically Disadvantaged; Federal Legislation; Federal Programs; Females; *Job Training; Public Policy; Sex Discrimination; Sex Fairness; *Welfare Recipients; Welfare Services; *Womens Education
IDENTIFIERS- Bergen County Vocational Technical Schools NJ; Carl D Perkins Voc and Appl Techn Educ Act 1990

This manual represents the viewpoint, experience, and principles and practices that guide positive and effective programs for women at the Career and Life Counseling Center at Bergen Tech (New Jersey). Chapter I provides an overview and history of women's educational and economic issues. Chapter II addresses the social and economic consequences of women's increased labor force participation. Chapter III contains profiles of selected women who seized available opportunities, asserted will and competence, and benefited from center services. Chapter IV, on humanizing welfare, offers a positive look at the women on welfare and their children. It advocates a menu of counseling principles, programs, and vocational training that would reform welfare and educate and train most women on public assistance into self-sufficiency. Counseling themes--issues, typical conflicts, and behavior binds--that are frequently present and in need of attention are discussed. Other topics include the following: counseling principles, programs, and practices; career counseling themes, approaches, and programs; assessment; networking; advisory councils; and basic skills and vocational training. Chapter V discusses the Carl D. Perkins Vocational Education and Applied Technology Act. Chapter VI makes policy recommendations, including integration of counseling and a menu for success into welfare reform programs. Twelve references are listed. (YLB)

ED 342 978 CE 060 588

HIPPY: Home Instruction Program for Preschool Youngsters. Final Report.

SPONS. AGENCY- Arkansas State Dept. of Education, Little Rock. Div. of Vocational and Technical Education.
PUB DATE- Jun 91
NOTE- 31p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Development; Community Resources; Developmental Stages; *Early Intervention; *Home Instruction; *Intergenerational Programs; Language Acquisition; *Literacy; Parent Child Relationship; Parent Participation; *Parents as Teachers; Parent School Relationship; Perceptual Motor Learning; Preschool Education; Problem Solving; School Holding Power; Special Education; Vocational Interests; Young Children
IDENTIFIERS- *Arkansas; *Family Literacy

The Home Instruction Program for Preschool Youngsters (HIPPY) is a home-based early intervention enrichment program for young Arkansas children and their parents. The program has six objectives: (1) to prepare 4- and 5-year-olds for kindergarten; (2) to develop the parent as the child's educator; (3) to increase parent awareness of educational and vocational opportunities; (4) to provide parents with information on community resources; (5) to improve parenting skills; and (6) to involve parents in public school activities. There are four requirements for program participation: educational needs are present; parents must work 15 minutes daily with the child; parents must attend meetings and activities; and parents must meet with the home instructor. Packets of materials appropriate to children's developmental level are provided by home instructors on a weekly basis. The activity packets concentrate on language development, sensory and perceptual discrimination skills, and problem solving. Program evaluation is obtained through teacher interviews and written parent questionnaires. HIPPY ensures school retention, decreases special education program needs, and enhances parents' literacy and parenting skills. (The bulk of this document, the appendix, contains the following: HIPPY fact sheet; HIPPY parent questionnaire; HIPPY teacher evaluation; educational survey of parents; evaluation for 4-year-olds; General Educational Development information; parent achievements; and parent comments.) (NLA)

ED 342 979 CE 060 589

Infusing Commodity Marketing into the Agriculture Curriculum.
Final Report.

SPONS. AGENCY- Arkansas State Dept. of Education, Little Rock.

Div. of Vocational and Technical Education.
PUB DATE- 17 Jun 91
NOTE- 46p.; Photographs in copies of newspaper articles will reproduce poorly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agribusiness; *Agricultural Education; *Agricultural Production; Demonstration Programs; *Economics; Farm Management; High Schools; *Integrated Curriculum; *Marketing; Vocational Education
IDENTIFIERS- Agricultural Economics; *Commodity Futures

A project was conducted in Arkansas to infuse commodity marketing content into the agriculture curriculum. Thirty-three schools were selected to participate in the program; teachers from those schools attended a 2-day inservice program presented by a state coordinator for the project. The state coordinator also provided supervision and technical assistance for the project, developed a resource list, developed guidelines for teaching commodity marketing, and evaluated the project. The primary objective of the marketing activity was to teach students about economics through the futures market. Students studied the decision-making processes involved in marketing farm commodities, how to manage risks, how to identify economic factors affecting farm commodities, and how to develop economic reasoning. The course content was infused in agriculture courses during a semester; student teams then competed in projects and written tests, with prizes being awarded. The project was regarded as successful by almost all the teachers, with more than half wanting to make commodity marketing a separate course in the future. (Appendixes include evaluation forms, a list of schools participating in the project, newspaper clippings, and a resource manual.) (KC)

ED 342 980 CE 060 593

The Youth Opportunities Unlimited Followup Project. Final Report.

SPONS. AGENCY- Arkansas State Dept. of Education, Little Rock. Div. of Vocational and Technical Education.
PUB DATE- Jun 91
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; Compensatory Education; *Dropout Prevention; Dropout Programs; *Followup Studies; Grade 9; Grade 10; *High Risk Students; High Schools; Low Income; *Outcomes of Education; *Potential Dropouts; Program Development; Program Effectiveness; Program Evaluation; Program Implementation; *Summer Programs
IDENTIFIERS- Arkansas

The Youth Opportunities Unlimited (YOU) program was created to prevent at-risk students from low-income families from dropping out of high school. Students aged 14 or 15 years old entering 9th or 10th grade went to a college campus for 60 days during the summer to attend English and mathematics classes, work 20 hours per week, and receive instruction in other subjects. A YOU Follow-Up Project was developed to provide a mechanism for offering encouragement and support to program graduates throughout their high school careers and for evaluating the program. Activities included a quarterly check of students' grades and attendance records, quarterly newsletters sent to students, periodic telephone contact with students, and year-end tape-recorded interviews with students and their families. The evaluation component examined the effectiveness of the YOU program and the Follow-Up Project. Of 106 graduates of the YOU program at Arkansas State University in 1989 and 1990, 98 were enrolled in school at the end of the 1990 school year. The Follow-Up Project enabled personnel to continue contacts with YOU graduates and provided information on program effectiveness. The following problems were identified: the expensive and time-consuming interview process, difficulty in getting grade reports, limited contact with graduates, and difficulty with keeping track of students. Recommendations were for more contact with students, fewer requests for grades and attendance records, and discontinuance of taped interviews. (YLB)

ED 342 981 CE 060 594

Recruitment-Retention Program. Final Report.

SPONS. AGENCY- Arkansas State Dept. of Education, Little Rock.
Div. of Vocational and Technical Education.
PUB DATE- Jun 91
NOTE- 105p.; For the "Retention" manual, see CE 060 595; for the "Teamwork" manual, see CE 060 596.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Dropout Research; Educational Research; Enrollment; *Enrollment Influences; Postsecondary Education; *School Holding Power; Student Attitudes; Student Attrition; *Student Recruitment; Teacher Attitudes; *Vocational Schools; Withdrawal (Education)
IDENTIFIERS- Arkansas

A study identified factors that influence students to enroll in postsecondary vocational programs and factors that contribute to their continual enrollment. Three Arkansas vocational schools--White River, Gateway, and Ozarka--were the focus of the study. Questionnaires were submitted to students and staff regarding recruitment/retention to ascertain the most important tactics used by the schools. Workshops were conducted to raise instructors' awareness of the different conflicts in keeping students in school. Staff perceived five recruitment tactics to be most effective: present or former students, radio, television, newspaper, and high school counselor or teacher. Students identified the following as most effective: present or former students, newspaper, high school counselor or teacher, radio, and school brochure. Retention surveys named the following staff concerns: student employment, nonsupportive families, and child care needs; student concerns were inability to fit school around part-time jobs and fear of failure. Research and results of the surveys structured a foundation for two recruitment and retention manuals. Recommendations for retention included student workshops, study skills courses, inservice staff workshops, and student goal setting. Diverse and numerous recruitment methods were suggested. (Appendixes, amounting to over three-fourths of the report, include sample correspondence, instruments, comparison of responses, and references for the two manuals developed.) (YLB)

ED 342 982 CE 060 595

Bennett, Linda L.
Retention: A Game Plan.

SPONS. AGENCY- Arkansas State Dept. of Education, Little Rock.
Div. of Vocational and Technical Education.
PUB DATE- Jun 91
NOTE- 77p.; For the final report, see CE 060 594; for a related manual, see CE 060 596.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Attitudes; *Conflict Resolution; *Decision Making; *Dropout Prevention; Dropout Research; Enrollment; Postsecondary Education; Potential Dropouts; Problem Solving; *School Holding Power; Student Attitudes; Student Attrition; Teacher Attitudes; *Vocational Schools; Withdrawal (Education)

This manual provides a framework for formulating a game plan for retention of students in vocational training. The information is based on possible conflicts the students may encounter that would hinder the completion of vocational programs. The conflicts are categorized into personal conflicts, school-related conflicts, and other situations. Suggestions for alleviating each situation are presented that require the participation of these members of the team: administration, instruction, and counselor and student services. Representative personal conflicts are as follows: pressure to leave school because friends attend a different school; mental, emotional, or physical handicaps; and nonsupportive families. School-related conflicts include distance from school and insufficient transportation, need for more guidance, and differences or conflicts with staff. Other situations include inadequate secondary education, age difference, and belief that government support is better than working. Appendixes contain the following items: forms for student goal setting; sample topics for student mini-workshops or seminars; materials for inservice training in retention; information on funding; materials on computer conferencing; staff and student questionnaires on retention; descriptions of sample retention programs; and a list of 24 references. (YLB)

ED 342 983 CE 060 596

Bennett, Linda L.

Teamwork: The Name of the Game in Recruitment.

SPONS. AGENCY- Arkansas State Dept. of Education, Little Rock. Div. of Vocational and Technical Education.
PUB DATE- Jun 91
NOTE- 108p.; For the final report, see CE 060 594; for a related manual, see CE 060 595.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Communications; Enrollment; *Enrollment Influences; *Marketing; Mass Media; Mass Media Role; Nonprint Media; Planning; Postsecondary Education; *Publicity; *Public Relations; Student Attitudes; *Student Recruitment; Teacher Attitudes; Visual Aids; *Vocational Schools

This manual offers hints, guidelines, and suggestions for reaching prospective students for vocational training. Its main premise centers around alerting, encouraging, and assisting the student. A team effort is promoted; each staff member must be a part of the whole recruitment team. A section on advance planning focuses on analysis of the school situation by answering three questions: students must determine who they are, where they want to go, and how they want to get there. The next five sections focus on these methods for recruiting students: print, news, visuals, displays and exhibits, and presentations. Suggestions for design and development of specific types of these general recruitment methods are made. The following section provides additional recruitment information. It suggests possible recruiting contacts and other recruitment tools or tactics. Appendixes, amounting to over half the manual, include the following: planning materials, such as a list of target audiences, forms and checklists, sample calendars, and outline for developing a marketing plan for vocational education; sample staff and student recruitment questionnaires; materials on image; information on development of a fact sheet; news and print information; materials on presentations, including a sample outline for a short presentation and helpful suggestions for organizing an open house; suggestions for visuals; a list of innovative recruitment practices; and a list of 44 references. (YLB)

ED 342 984 CE 060 597

Whyte, Ann
The Clothes Line. Airing Equity Challenges for ACE.
PUB DATE- Sep 91
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; Accreditation (Institutions); *Adult Education; Articulation (Education); *Community Education; Correctional Education; Credits; Disabilities; Educational Opportunities; Educational Quality; *Extension Education; Federal Aid; Foreign Countries; Limited English Speaking; Nontraditional Education; Professional Development; Rural Areas; Transfer Policy; *Womens Education
IDENTIFIERS- *Australia

Along with schooling, technical and further education, and higher education, adult and community education (ACE) forms part of the framework of lifelong education. It makes a major contribution to the social justice performance of postsecondary education by catering to adults who cannot gain access to or succeed in mainstream postsecondary education. Special populations that ACE reaches are as follows: women; people from non-English speaking backgrounds; prisoners; aboriginal people; people living in small, isolated, and remote communities; and people with disabilities. Policy issues that face ACE include the need for guaranteed and ongoing government funding and fair and reasonable wages for workers, predominantly women, in part-time employment. Equitable fee policies and clear guidelines about areas of ACE activity that are fee exempt must be developed. This policy must be developed within a framework of affordability as distinct from cost recovery. The area of articulation, accreditation, and credit transfer presents a huge challenge for ACE. Courses must be presented in a way that assists learners in getting recognition for their learning. Government policy is necessary to ensure availability of ACE opportunities to adults throughout Australia. Finally, adult educators must look after their own lifelong needs for professional development to make sure they provide a high quality service. (YLB)

ED 342 985 CE 060 604

Integrating a Microcomputer for Agriculture Data and Telecommunications into the Agriculture Classroom. Final Report.

SPONS. AGENCY- Arkansas State Dept. of Education, Little Rock. Div. of Vocational and Technical Education.

PUB DATE- 15 Jun 91

NOTE- 40p.; News article photographs will copy poorly.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Agricultural Education; Computer Assisted Instruction; *Computer Networks; *Computer Oriented Programs; Databases; Higher Education; Microcomputers; *Online Vendors; *Program Effectiveness; *Program Implementation; Secondary Education; Vocational Education

IDENTIFIERS- *AgriData Network; Arkansas

A program was conducted to integrate computer technology into agriculture classrooms in 25 secondary schools and 4 universities in Arkansas. State-of-the-art technology from the AgriData Network of Milwaukee was used. The AgriData Network includes the Ag Ed Network, which offers more than 800 "live textbook" lessons with current information designed to teach vocational agriculture students and farmers business, management, and marketing skills. Schools provided the hardware, modems, and communications software, and the project paid yearly membership fees and online costs of the ArgiData Network. Teachers were trained in a 2-day inservice training session conducted by AgriData. Site visits were made to all schools to offer support and technical assistance. Most teachers participating in the program reported that it was very helpful, especially the Ag Ed Network service. At the end of the project, teachers commented that students had learned a new mode of computer communications, they had realized the extensiveness of agriculture, and many had become very interested in marketing. However, the teachers thought the cost was too high to be used effectively in a classroom situation, and most did not continue to use it after the project ended, often because not enough computers were available and it was too difficult to log on and off the network. (Questionnaires, evaluation forms, and news articles are included in the report appendix.) (KC)

ED 342 986 CE 060 607

Harkins, Arthur M.; Otto, Nelson R.
Wisconsin Indianhead Technical College Delphi Study. Final Report.

SPONS. AGENCY- Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE- 20 Jul 90
NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Delphi Technique; *Enrollment Influences; High Schools; *High School Students; Research Methodology; *Student Attitudes; *Student Recruitment; Two Year Colleges; *Vocational Schools
IDENTIFIERS- *Wisconsin Indianhead Technical College

A project was conducted to define positive, opportunity-focused methods to increase the percentage of high school students who are academically and personally prepared for enrollment in technical college directly after graduation. Objectives included determining how and why high school students choose to attend or not to attend vocational education, finding out how students see their preoccupational world and futures, and defining family roles in the enrollment process. Information was gathered using the Delphi method of opinion study in the Rusk County service area of Wisconsin Indianhead Technical College (WITC). Four rounds of interviews were conducted with 33 persons who were on a steering committee for the study or who were stakeholders in the college district. Some of the results of the study were the following: (1) many high school graduates are neither academically nor personally prepared for college immediately after high school; (2) youths tend to recruit themselves to WITC via word-of-mouth; (3) WITC's programs may be seen as overlapping those of its feeder schools; (4) steps may need to be taken to enhance the college's image; (5) improved off-campus housing would help attract younger students; (6) community support could be increased by bringing groups of students, parents, and teachers to visit WITC; (7) recruitment materials should be more selectively distributed; and (8) more involvement with area school guidance counselors should be fostered. (The Delphi questions and answers are included in the report.) (KC)

ED 342 987 CE 060 608

75 Hour Nurse Aide Course.

SPONS. AGENCY- Iowa State Dept. of Education, Des Moines. Bureau of Career and Vocational Education.

PUB DATE- Jul 89

NOTE- 341p.; For related documents, see CE 060 609 and CE 060 613.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC14 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; Classroom Techniques; *Competence; Competency Based Education; Learning Activities; Medical Services; *Nurses Aides; *Nursing Education; Postsecondary Education; *Teaching Methods

This 75-hour nurse aide course has been designed to meet the training requirements of the Omnibus Budget Reconciliation Act of 1987 for aides working in nursing facilities and skilled nursing facilities. Emphasis in the course is on students achieving a basic level of knowledge and demonstrating skills to provide safe, effective resident care. The course is organized in six units. Unit 1 introduces the course, outlines the characteristics and functions of effective nurse aides, provides an overview of nursing facilities, and touches on legal/ethical requirements. Unit 2 focuses on a safe environment. Unit 3 discusses the aide's role in assisting residents with personal hygiene needs, and unit 4 discusses the nutritional needs of patients. Unit 5 describes routine care procedures performed by aides; the final unit, unit 6, emphasizes the needs of residents with special conditions. Included in the course syllabus is a competency list; teaching outlines for each unit that relate objectives, content, and teaching methods; and skills checklists for evaluating student achievement. (KC)

ED 342 988 CE 060 609

Anderson, Amy L.
Limited Practice Respiratory Care Course.

SPONS. AGENCY- Iowa State Dept. of Education, Des Moines. Bureau of Career and Vocational Education.
PUB DATE- Jun 90
NOTE- 171p.; For related documents, see CE 060 608 and CE 060 613.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations; Behavioral Objectives; Classroom Techniques; *Competence; Competency Based Education; Learning Activities; Medical Services; *Nursing Education; Postsecondary Education; *Respiratory Therapy; *Teaching Methods

This 36-46 hour basic respiratory care course has been designed to enhance the skills of health professionals in providing limited respiratory care during those hours when a respiratory care practitioner is not available. Persons taking the course are assumed to have a basic knowledge of anatomy and physiology, administration of medications, and health care procedures. The course contains seven units and is divided into five sections. The first section deals with the role of the limited practice respiratory care giver; patient conditions requiring technical respiratory care; methods for assessing patients; and determining which health professional should provide the care. Section 2 reviews the legal and ethical responsibilities of health professionals who provide respiratory care. Section 3 recalls basic concepts related to respiratory care, including anatomy and physiology, acid-base knowledge; and respiratory pharmacology. Section 4 provides knowledge and skills needed to carry out limited respiratory care procedures; Section 5 deals with using community resources to provide discharge planning. Included in the course is a competency list; teaching outlines for each unit, relating objectives, content, and teaching methods; skills checklists for student evaluation; and eight references. (KC)

ED 342 989 CE 060 613

Development of Short Term Preparatory Curricula for Multiskilled Health Workers. Final Report, July 1, 1989--June 30, 1990.
SPONS. AGENCY- Iowa State Dept. of Education, Des Moines. Bureau of Career and Vocational Education.
PUB DATE- 30 Jun 90
NOTE- 13p.; For related documents, see CE 060 608-609.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Allied Health Occupations; *Competence; *Curriculum Development; Medical Services; *Nurses; Nurses Aides; *Nursing Education; Postsecondary Education; *Rehabilitation; Rehabilitation Centers; *Respiratory Therapy
IDENTIFIERS- University of Iowa

During a 1-year project at the University of Iowa, curricula were developed for preparing respiratory care aides and rehabilitation aides in a short time frame. State advisory committees of experts in the field were convened to determine the competencies to be included. The competencies were validated with incumbent workers, and two short-term curricula were prepared. They include competencies, course objectives, content outlines, and suggested teaching methodologies. The curricula are aimed at registered nurses and licensed practical nurses who are already providing care of this type without benefit of a formal program. They will be reviewed and revised within 3 years. (A report supplement outlines the process of producing each of the curricula, and includes copies of competencies developed for rehabilitation aides and the validation study for rehabilitation aides.) (KC)

ED 342 990 CE 060 614

Rehabilitation Aide Competency List and Unit Outline.

SPONS. AGENCY- Iowa State Dept. of Education, Des Moines. Bureau of Career and Vocational Education.
PUB DATE- Jun 90
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Competence; Competency Based Education; Course Content; *Job Analysis; Job Performance; *Job Skills; Occupational Therapy; *Occupational Therapy Assistants; Physical Therapy; *Physical Therapy Aides; Program Content; *Rehabilitation; Skill Analysis; Surveys; Task Analysis; Technical Institutes; Two Year Colleges

A survey was conducted of completers of the rehabilitation aide programs at Hawkeye Institute of Technology and Indian Hills Community College (Iowa). Of 95 mailed surveys, 35 were completed and returned. Respondents reported working in residential facilities, hospitals, and long-term care facilities. They indicated which competencies they performed and the frequency of performance. The survey also asked respondents to list additional tasks they performed and any special equipment they used in performing their activities. A list of competencies to be considered for the rehabilitation aide program was developed. Competencies were categorized into three areas: rehabilitation concepts and personnel, conditions requiring rehabilitation, and rehabilitative techniques. A content outline was developed for a seven-unit rehabilitation aide program. These units were recommended: rehabilitation process, body systems and dysfunction, and rehabilitative techniques (with units on range of motion techniques, mobility techniques, activity of daily living, assessment, and therapeutic exercises and equipment). Competencies were categorized by these unit topics, and levels of achievement were suggested. (YLB)

ED 342 991 CE 060 617

Futrell, Gene; And Others

Introduction to Agricultural Marketing.

SPONS. AGENCY- Iowa State Dept. of Education, Des Moines. Bureau of Career and Vocational Education.
PUB DATE- Sep 89
NOTE- 114p.; For related documents, see CE 060 618-619. The teacher's guide is printed on colored paper.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agricultural Production; Behavioral Objectives; Farmers; *Farm Management; Field Crops; *Information Services; Learning Activities; *Marketing; Postsecondary Education; *Prediction; *Resources; Teaching Methods; Transparencies

This marketing unit focuses on the importance of forecasting in order for a farm family to develop marketing plans. It describes sources of information and includes a glossary of marketing terms and exercises using both fundamental and technical methods to predict prices in order to improve forecasting ability. The unit is organized in the following eight sections: introduction to marketing; what marketing is and why it is important; developing marketing goals and plans; market analysis and forecasting; summary; appendixes providing sources of market information, livestock marketing information, electronic and computer information systems, grain market situations, market reports, and technical information; a glossary; and seven exercises. A teacher's guide includes objectives, a teaching outline, suggested on-and off-farm learning activities, interest approaches, discussion guides, and answers to exercises. Thirty transparency masters are included. (KC)

ED 342 992 CE 060 618

Futrell, Gene; And Others
Livestock Marketing.
SPONS. AGENCY- Iowa State Dept. of Education, Des Moines. Bureau of Career and Vocational Education.
PUB DATE- Mar 90
NOTE- 118p.; For related documents, see CE 060 617-619. The teacher's guide is printed on colored paper.
LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agricultural Production; Behavioral Objectives; Farmers; *Farm Management; Learning Activities; *Livestock; *Marketing; Postsecondary Education; *Resources; Teaching Methods; Transparencies

This marketing unit focuses on the seasonal and cyclical patterns of livestock markets. Cash marketing, forward contracting, hedging in the futures markets, and the options markets are examined. Examples illustrate how each marketing tool may be useful in gaining a profit on livestock and cutting risk exposure. The unit is organized in the following eight sections: introduction to livestock marketing; seasonal and cyclical patterns; marketing tools (cash sales, forward contracts, futures and hedging, and options on futures contract); roles in marketing; summary; suggested references on livestock marketing; an appendix (contract specifications for hogs and cattle); and two exercises. A teacher's guide includes objectives, a teaching outline, suggested on- and off-farm learning activities, interest approaches, discussion guides, and answers to exercises. Thirty-seven transparency masters are included. (KC)

ED 342 993 CE 060 619

Edwards, William; And Others

Plan Your Marketing: Enhance Profits and Reduce Risk.

SPONS. AGENCY- Iowa State Dept. of Education, Des Moines. Bureau of Career and Vocational Education.
PUB DATE- Jul 90
NOTE- 97p.; For related documents, see CE 060 617-618. The teacher's guide is printed on colored paper.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agricultural Production; Behavioral Objectives; *Cost Effectiveness; Farmers; *Farm Management; Field Crops; Learning Activities; Livestock; *Marketing; Postsecondary Education; Resources; *Risk; Teaching Methods; Transparencies

This marketing unit was developed to help farm families formulate a step-by-step plan for marketing their commodities in order to help remove much of the guesswork and anxiety from the process. The unit is organized in the following eight sections: introduction; sources of risk; pricing alternatives; developing a plan (10 steps); summary; suggested references on marketing; and two exercises, with work sheets, on developing a marketing plan to fit individual needs. A teacher's guide includes objectives, a teaching outline, suggested on- and off-farm learning activities, interest approaches, discussion guides, and answers to exercises. Twenty-eight transparency masters are included. (KC)

ED 342 994 CE 060 622

Project Winamac. Final Performance Report.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 31 Mar 92
NOTE- 82p.; A Workplace Literacy Partnership between Winamac Spring Co., Winamac, IN and El-Tip-Wa Adult Learning Center.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Competency Based Education; *Cooperative Programs; Educational Cooperation; Employee Attitudes; Job Performance; *Job Skills; Job Training; Learning Modules; *Literacy Education; Material Development; Program Development; *Program Effectiveness; Program Evaluation; *School Business Relationship; Technical Education
IDENTIFIERS- *Workplace Literacy

A workplace literacy partnership project was conducted to upgrade the basic skills and productivity of 287 hourly wage earners of Winamac Spring Company (WSC) in Indiana. WSC paid employee wages for up to 24 hours of training and provided a classroom facility. El-Tip-Wa Adult Learning Center instructional staff provided basic skills training using work-related materials. Curriculum and learning modules were developed on an ongoing basis. Staff continually solicited feedback concerning employees' attitudes toward training by surveys and documented skill improvements through criterion-referenced tests. These tests showed measurable improvement in worker acquisition of skills taught. A majority of workers, supervisors, and technical personnel felt that job performance and worker attitudes improved. An external evaluation used the following methods: participant questionnaires; interviews with WSC managers, supervisors, and technical personnel and with instructional personnel and community representatives; pre-post test data; review of project materials; and analysis of productivity and cost information. Results showed the following: substantial gains in short-term mastery of course material; limited improvement in job performance; positive trends in productivity and cost measures; negligible impact on employee attitudes; and substantial commitment of WSC to the project. (Appendixes include a learning module on introduction to measurement and linear measurement and the external evaluation report.) (YLB)

ED 342 995 CE 060 624

Levine, Peg, Ed.
Family Stories, by the Members of the Reach One Program.
PUB DATE- 91
NOTE- 28p.; A presentation based on this document was made at the Annual Meeting of the Ohio Association for Adult and Continuing Education (Columbus, OH, April 4, 1992). For a related document, see CE 060 625.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Adult Education; Adult Programs; *Language Experience Approach; Reading Instruction; Reading Programs; *Student Developed Materials; Student Experience; Student Participation; *Student Projects; *Student Publications; *Teaching Methods; *Writing Instruction

This collection of stories is the result of a publishing project conducted with adult learners in the Reach One Program. The first page describes the steps that led to the finished product: providing a catalyst to stress the value of maintaining a family history; providing activities to stimulate memories of family stories; encouraging prewriting activities; writing the first draft; editing; revising and editing; arranging the stories into an ordered collection; choosing a title; and publishing and distributing. Titles in the section on "Family" include the following: "A Story about When I Was a Little Girl"; "To My Grandmother with Love"; "Our Visits to the Country"; "My Grandmother"; "Visits with Grandparents"; "My Family"; "My Sister"; "A Picture of Family"; "My Pet Roxie"; and "Spoiled Pet." Titles in the "Decisions" section are as follows: "Don't Smoke"; "On Not Making One of the Biggest Mistakes of Your Life"; "A Decision"; "A Story"; "I Learned the Hard Way"; "Drop Out"; "Education"; and "Special Fellow." (YLB)

ED 342 996   CE 060 625

Levine, Peg, Ed.

Reaching for Solutions: Math Word Problems by the Members of the Reach One Program.

PUB DATE- 91

NOTE- 27p.; A presentation based on this document was made at the Annual Meeting of the Ohio Association for Adult and Continuing Education (Columbus, OH, April 4, 1992). For a related document, see CE 060 624.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Adult Education; Adult Programs; *Arithmetic; Mathematics Instruction; Mathematics Skills; *Student Developed Materials; Student Experience; Student Participation; *Student Projects; *Student Publications; Teaching Methods; *Word Problems (Mathematics); Writing Instruction

This collection of mathematics word problems was developed by adult learners in the Reach One Program. The first page describes the steps that led to the finished product: having learners work word problems; listing steps for solving word problems; having learners work problems according to these steps; providing a list of key words that indicate what arithmetic processes are needed; having learners work in groups to solve cloze-style word problems; having learners write word problems; editing, reviewing, and revising learners' word problems; arranging them into an ordered collection; choosing a title; and publishing and distributing the resulting collection. The steps needed to solve word problems are listed. The booklet contains 31 word problems that require use of arithmetic operations (addition, subtraction, multiplication, and division) to solve problems related to daily experiences, such as purchasing goods, wages and earnings, and interest. Solutions to problems are provided. (YLB)

ED 342 997 CE 060 626

The 1992 Agenda for the National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- Mar 92

NOTE- 44p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Agenda Setting; Competency Based Education; Criterion Referenced Tests; Curriculum Development; *Delivery Systems; Educational Planning; *Educational Research; *Faculty Development; High Risk Students; Information Dissemination; Labor Needs; Leadership Training; Magnet Schools; National Programs; Postsecondary Education; Professional Development; Program Descriptions; Program Improvement; Public Policy; Secondary Education; *Services; Special Needs Students; Teacher Education; Teaching Methods; Technical Assistance; *Vocational Education; Vocational Education Teachers; Work Experience Programs

IDENTIFIERS- National Center for Research Vocational Education

This document presents the 1992 research and service agendas for the National Center for Research in Vocational Education (NCRVE). It begins with NCRVE's mission statement. Part 1 contains research project descriptions. It sets forth the six issue areas into which NCRVE's research agenda is divided and then groups the descriptions into these areas. The issue areas are as follows: context, goals, planning, and evaluation; curriculum and instructional methods; vocational education for special populations; development of personnel in vocational education; delivery system of vocational education and training; and governance and policy. Part 2 discusses NCRVE's service functions. Descriptions are provided of these service activities: Advanced Study Center for Leadership Development: Facilitating and Evaluating Leadership Development Activities; Inservice Education; Technical Assistance for Special Populations Programs; Dissemination; Technical Assistance for Planning and Evaluation; and An Information Exchange on Tech Prep Programs. Each entry includes project title, project director, keywords, and description. An index of key words is appended. (YLB)

ED 342 998 CE 060 629

Choy, Susan P.; Horn, Laura J.
A Guide to Using Postsecondary Transcript Data and An Overview of Course Taking in Less-than-Four-Year Postsecondary Institutions.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Mar 92
NOTE- 87p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Records; *Course Selection (Students); Educational Research; *Followup Studies; High Schools; High School Seniors; *Information Utilization; Postsecondary Education; Proprietary Schools; *Research Methodology; Two Year Colleges; Vocational Schools
IDENTIFIERS- High School and Beyond (NCES)

This report presents results of an examination of the 1980 seniors' and sophomores' transcript data collected in 1984 by the National Center for Education Statistics (NCES) as part of the High School and Beyond (HS&B) study. An introduction describes the purposes of this study of course-taking patterns in less-than-four-year institutions, which included creation of transcript analysis files available on data tapes. Part 1 provides the potential user of the transcript data with general information on the postsecondary transcript studies, structure of the transcript data files, analysis files, and postsecondary course taxonomy that was developed as a framework for describing postsecondary curricula and classifying course data from the HS&B transcript surveys. Part 2 describes course-taking patterns in less-than-four-year postsecondary institutions and shows researchers how standardized transcript data can be used to analyze course taking. Part 2 includes the following: attendance at less-than-four-year institutions; an overview of course taking at four types of institutions; and a more detailed discussion of course-taking patterns in public two-year institutions. Nine tables and 16 figures are provided. Appendixes include the following: a description of the data organization in the HS&B transcript studies; description of adjustments to the transcript files; credit adjustment factors for institutions requiring special treatment; course and taxonomy codes for each taxonomy category; and supplementary tables. (YLB)

ED 342 999 CE 060 630

Hoachlander, E. Gareth; And Others

Secondary and Postsecondary Vocational Education in Mississippi: An Evaluation. Final Report Prepared for the Mississippi Commission on Work Force Excellence.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- Mar 92

NOTE- 87p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Education; Accountability; Articulation (Education); Coordination; Databases; Delivery Systems; Educational Assessment; Educational Cooperation; Educational Planning; Educational Quality; Integrated Curriculum; Labor Market; *Postsecondary Education; Program Evaluation; Racial Discrimination; *Secondary Education; Sex Discrimination; *State Programs; State Standards; *Statewide Planning; Student Evaluation; *Vocational Education

IDENTIFIERS- *Mississippi; State Regulation

In September 1990, the Commission on Work Force Excellence was established to increase Mississippi's economic competitiveness and improve worker opportunities. The commission sponsored an evaluation of the diverse enterprise of the state's secondary and postsecondary vocational education system. Eight findings resulted from the study. First, the basic conceptual structure for organizing and delivery seems sound: the infrastructure has the potential to make the technical/academic curriculum available to most students. Second, stereotyping by gender and race pervades many of the offerings. Third, there are both positive and negative outcomes for participants. Fourth, the quality of programs is mixed. Fifth, few secondary schools and community colleges have articulated vocational education programs. Sixth, there is little evidence that state-generated labor market data significantly influences program planning. Seventh, the state has made significant progress in developing systems of accountability that measure student and programmatic performance. Finally, at the state level, the governance structure of secondary and postsecondary vocational education needs serious reconsideration, within and between each level. (An appendix detailing the study methodology is included.) (NLA)

ED 343 000 CE 060 631

Hoachlander, E. Gareth; Rahn, Mikala L.
Performance Measures and Standards for Vocational Education: 1991 Survey Results.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Mar 92
NOTE- 98p.
LANGUAGE- English

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Accountability; Educational Legislation; Evaluation Criteria; Federal Legislation; Incentives; Performance; Postsecondary Education; *Program Effectiveness; *Program Evaluation; Secondary Education; Special Needs Students; *State Programs; *State Standards; Statewide Planning; *Vocational Education
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990

A survey assessed states' initial efforts in the development of performance measures and standards for vocational education. All 50 states and the District of Columbia responded to the survey. Seventy-one percent were planning to develop separate systems of accountability for secondary and postsecondary vocational education. About one-half of all states used specific performance measures and/or standards in the past. Almost all states anticipated using at least four measures. Of the 57 percent that planned to develop standards specifically for special populations, most states reported they would collect information on performance standards for the following: individuals with disabilities or limited English proficiency, actual or potential dropouts, people who are economically disadvantaged, and participants in nontraditional programs. Most states planned to rely on tests of achievement in reading and mathematics to assess academic gains. About one-half planned to assess occupational competencies. In almost one-half of states, no statewide tests of academic achievement were administered at the postsecondary level. States were moving toward competency-based curricula in secondary and postsecondary vocational education. About 70 percent anticipated reporting data for all students in secondary and postsecondary programs. Most states (59 percent) had earmarked money for developing accountability systems. (Seventeen figures are provided. Appendixes include survey responses and state contact persons.) (YLB)

ED 343 001 CE 060 635

Schoff, Patty
Using Junior Achievement as a Vocational Option for Youth with Special Needs.
PUB DATE- Dec 91
NOTE- 12p.; Paper presented at the American Vocational Association Convention (Los Angeles, CA, December 1991). Photographs will copy poorly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Business Administration; Disabilities; Educational Objectives; Employment Experience; High Schools; Job Skills; *Mainstreaming; Marketing; Self Esteem; Small Businesses; *Special Needs Students; *Student Organizations
IDENTIFIERS- *Anoka Hennepin School District MN; *Junior Achievement

Junior Achievement (JA) offers high school students its traditional evening program, in which business advisors help students run their own mini-businesses. In 1980, JA offered this program to mentally, emotionally, and physically disabled students aged 16-21. The special needs component operates an in-class program where students run companies selling stock, building and selling products, and learning about business. The Anoka-Hennepin (Minnesota) education system adopted the program to meet district educational goals. The program has four objectives: developing an understanding of employers' expectations; providing handicapped students with "real" work environments; improving the self-concept of students by providing paid work; and promoting appropriate work habits and behaviors. Referrals are made by coordinators at three high schools. Each student is evaluated quarterly. Functioning levels are determined for 17 general areas. (This document contains the following attachments: "A New Option for the Handicapped" newsletter article; a JA student evaluation form; and "Flexible Programs Create Opportunities for Special Students" article, from "Partners" (winter 1991). (NLA)

ED 343 002 CE 060 636

Foucar-Szocki, Diane L.
Beyond Training: A Field Test of the American Society for Training & Development's Workplace Basics.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- 92
NOTE- 58p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Basic Skills; Career Development; Case Studies; Decision Making Skills; Field Tests; *Inplant Programs; *Job Skills; *Job Training; Organizational Effectiveness; Problem Solving; Program Effectiveness; *Program Implementation; Task Analysis; Technological Advancement
IDENTIFIERS- American Society for Training and Development; *Workplace Literacy

In 1991, a project studied implementation of the American Society for Training and Development's Workplace Basics model. Field testing was conducted in two Virginia industries: Corning Incorporated in Waynesboro and American Safety Razor (ASR) in Verona. Corning had fewer than 100 employees and an 85 percent female work force; it had shifted from manufacturing to service and distribution. ASR was a larger (650 employees) manufacturing facility with a strong union. Project outcomes at Corning were lauded as positive, valuable, and worth the time and energy. The most significant outcome at ASR was the new structure for communication and decision making. The basic skills in these sites were reading, writing, mathematics, communication, and problem solving. Work design, work environment, and management practices determined the program's scope. Information needs included clear statements of what the job entails, how to accomplish it, and its relationship to the larger organization. Program development and implementation took time and required significant employee involvement. Skilled leadership was required. Training offered in weekly 1-hour segments allowed participants time to reflect and practice within the work environment. Continued lack of clear understanding of how organizational needs are related to skills, skills to performance, and performance to results suggested difficulty in getting support for evaluation. (Appendixes contain the following: a blueprint for program implementation; national and local economic climate; survey results; and a 24-item bibliography.) (YLB)

ED 343 003 CE 060 637

Cheverton, Sarah

Basic Skills Research: Implications for JTPA.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- Feb 92
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Basic Skills; Employment Patterns; Job Training; Labor Force Development; Labor Turnover; Mathematics Skills; Problem Solving; Reading Skills; Research and Development; *Skill Development; Theory Practice Relationship; Training Methods; *Transfer of Training; Writing Skills
IDENTIFIERS- *Job Training Partnership Act 1982; Workplace Literacy

The U.S. Department of Labor (DOL) and the U.S. Congress have improved the quality, effectiveness, and integrity of the Job Training Partnership Act (JTPA). A basic skills improvement program funded by the DOL was implemented in two Shenandoah Valley, Virginia, worksites. Several implications for managing the changes within JTPA related specifically to basic skills and program content. Four findings emerged from the project: (1) training curriculum designed around the context of the employee's job reinforced the transfer of learned skills to the job (functional context learning); (2) essential skills in both worksites included reading, writing, math, communication, and problem solving; (3) the American Society for Training and Development's "Workplace Basics" became a comprehensive employee development system including training and nontraining solutions--successful skills development required that organizational materials, job training, policies/procedures, and workflow information be developed; and (4) the relationship between needs, performance, skills, and results is not clearly understood in the workplace--attempts to provide evidence of how training influences an organization require accurate assessment and understanding of the relationship. JTPA must ensure that its structure, attitude, and policies enhance the long-term employability of its clients. (15 references) (NLA)

ED 343 004 CE 060 638

Scattergood-Fisher, Beverly J.

A Historical Demographic Evaluation of the Illinois Department of Public Aid Population Enrolled in the Illinois State Board of Education, Adult Education Information Referral and Retention Special Project, of the Illinois Eastern Community College District 529 during the Period of FY84-FY88. A Five Year Study.

PUB DATE- May 90
NOTE- 140p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; Community Colleges; *Data Analysis; *Database Design; Databases; Demography; *Employment Potential; Females; Job Skills; Job Training; Postsecondary Education; Profiles; *Student Characteristics; Two Year Colleges; *Welfare Recipients; Womens Education
IDENTIFIERS- Frontier Community College IL; Illinois

A 5-year study of the Illinois Eastern Community College District 529 Information Referral and Retention (IR&R) Project was conducted. Its purpose was to evaluate demographic and educational information regarding 888 students enrolled in the IR&R Public Assistance Program from November 1983 through June 1988. As part of the study, an overview was written of the historical development of the Illinois IR&R program and how it became an important component of the adult and continuing education services provided by Frontier Community College. The historical method of research was used to evaluate data from student educational files. Data analysis yielded a student profile. The average IR&R student was a female single parent who was unemployed. She was a 34-year-old Caucasian living in Wayne County. Her Slosson Oral Reading Test score was 162, giving her an eighth-grade reading level. Her community college grade point average was 2.28 for a "C" average. She was an adult basic education student. (Appendixes include the following: funding charts; adult education regional and service center maps; a list of area planning councils; a map of Illinois public aid regional offices; community college district maps and listings; a speech and a paper by Noreen Lopez of the Illinois State Board of Education; a copy of the public assistance projects rationale for activity; and a 35-item bibliography.) (YLB)

ED 343 005 CE 060 639

Chapman, Anne W.
The Army's Training Revolution, 1973-1990: An Overview. TRADOC Historical Study Series.

PUB DATE- 91
NOTE- 65p.; Photographs may reproduce poorly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *Armed Forces; Educational Change; Military Science; *Military Training; Modernization; National Defense; *Officer Personnel; Skill Development
IDENTIFIERS- *Army

The U.S. Army's readiness to carry out its wartime missions is measured in terms of personnel, materiel, and training. Military training is critical because combat readiness has remained the ultimate goal. Between 1973 and 1990, a training revolution occurred in response to a new political doctrine, increasingly sophisticated weapon systems, advancing technology, and changes in the makeup of the training base. Six phases of leadership contributed to the modernization of training. After the establishment of the Training and Doctrine Command (TRADOC) in 1973, two new training approaches were begun: the Army Training and Evaluation Program and the Skill Qualification Test. In the late 1970s, several evaluation studies resulted in the Military Qualification Standards to standardize commissioning criteria and in improvements in the initial entry training system. During the third phase in the early 1980s, a National Training Center was developed and a master plan was formulated for uniting training programs for all types of personnel under the Combat Training Center. The late 1980s saw a focus on training of reserve units, planning for the Army of the future, and the introduction of a training doctrine manual and a training management manual. (The appendix consists of the following: lists of TRADOC commanding generals, deputy commanding generals for training, and deputy chiefs of staff for training; a glossary; and an index.) (NLA)

ED 343 006 CE 060 640

Konrad, Abram G., Ed.
Everyone's Challenge. Proceedings of the Literacy Conference (Edmonton, Alberta, October 9-12, 1990).

PUB DATE- 91
NOTE- 92p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Adult Students; Educational Improvement; Educational Needs; *Educational Research; English (Second Language); Ethnic Groups; Foreign Countries; *Instructional Materials; *Literacy Education; Minority Groups; Program Implementation; Second Language Instruction; *Teaching Methods; Visual Impairments
IDENTIFIERS- *Canada; Freire (Paulo)

The following presentations are included in this report on conference proceedings: Conference Opening (Joyce Fairbairn); Greetings (John Gogo); Special Address (Ramon J. Hnatyshyn); "Paulo Freire on Adult Education," an interview and panel discussion (Carlos Torres et al.); Keynote Addresses (Jonathan Kozol, John Gogo, Peter Calamai, Frank Ogden); "Effective Programs for Adult Literacy Instruction" (William T. Fagan); "The Computer Curriculum Corporation Instructional System" (James R. Mellan); "Using Peer Response Groups in ESL (English-as-a-Second-Language) Writing Classes" (James H. Bell); "Literacy for the Blind and Visually Impaired" (Doris Goetz); "Prepackaged Formats or Participatory Approaches?" (Michael Collins, Jody Hanson); "Consumer Talk: Materials for Development of Literacy Skills in a Consumer Context" (Beth Jenkins, Gail Baron); "The Reluctant Learner: Reasons for Nonparticipation and Dropout among B.C. (British Columbia) Adults" (Audrey M. Thomas); "Evaluation of ABL/ABE (Adult Basic Literacy/Adult Basic Education) and Workplace Literacy Programs" (Kathryn Barker Chang); "Journeys: How Learners and Community Members Run Their Program" (Avril Chartrand, Kathleen Walsh); and Conference Closing, Synthesizer's Report (Gordon Selman). Appendixes provide biographical data on the keynote speakers, list the members of the conference organizing committee, and include the schedule and 60 conference session summaries. (KC)

ED 343 007 CE 060 645

Horan, J. Michael
The GI Bill: Model Program Gone Sour.

PUB DATE- 91
NOTE- 5p.; For a related document, see CE 060 646.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; American Indians; Blacks; Educational Objectives; *Federal Programs; Fringe Benefits; Higher Education; Hispanic Americans; Korean War; Minority Groups; Paying for College; *Program Effectiveness; *Veterans Education; *Vietnam Veterans; World War II
IDENTIFIERS- *G I Bill; Posttraumatic Stress Disorder

Millions of World War II veterans took advantage of the legislative drive establishing the Serviceman's Readjustment Act of 1944, the GI Bill. A Department of Veterans Affairs report examined how Vietnam veterans fared in higher education. Based on college participation rates (actually, training starts), not completion rates, Vietnam veterans appear to have fared well: 60% received some training benefit, compared to 51% for World War II and 43% for Korean War veterans. The Vietnam GI Bill, however, was poorly funded. Unlike the World War II veteran, Vietnam veterans had to pay for all college costs directly from their monthly entitlement benefits. A Florida survey of over 1,000 Vietnam veterans was conducted to examine the GI Bill. In every instance, Black, Hispanic, and American Indian college completion rates were lower than the rates of white veterans. Posttraumatic Stress Disorder (PTSD) among Vietnam veterans was linked with college underachievement. The study concluded that the Vietnam GI Bill was probably a significant educational asset for veterans who could secure other financial resources, worked less than half time, did not suffer from PTSD, and were not members of a minority group. (NLA)

ED 343 008 CE 060 646

Horan, Michael

Touching the Hearts and Souls of the Vietnam Warrior.

PUB DATE- 91
NOTE- 7p.; For a related document, see CE 060 645.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Adult Literacy; Case Studies; Correctional Education; Educational Objectives; *Federal Programs; Fringe Benefits; Higher Education; Minority Groups; Paying for College; *Program Effectiveness; Stress Management; Stress Variables; *Veterans Education; *Vietnam Veterans
IDENTIFIERS- *G I Bill; Posttraumatic Stress Disorder

Research shows that the benefit structure of the GI Bill has discouraged veterans from using the education entitlement. Over 1,000 Florida Vietnam veterans completed a survey on education and the GI Bill. The collective experience provides insight to post-wartime readjustment efforts. Case studies and stories of Vietnam War veterans' educational experiences relating to the GI Bill point out gaps in the program. Problems arise with: prisoners trying to improve literacy skills; minority veterans having to choose between family and education; veterans starting a second career but no longer eligible for their GI Bill benefits; veterans not knowing that GI Bill benefits expired 10 years after service; those wanting to fill out surveys for and recount experiences of deceased veterans, and veterans with Posttraumatic Stress Disorder (PTSD), who were not able to use benefits. Although there are many successes with the GI Bill, the majority of Florida Vietnam veterans had problems using it. If the GI Bill were still available, how many dreams could be realized and how many lives would be improved? (NLA)

ED 343 009 CE 060 647

Workplace Literacy Analysis for Adults with Special Learning Needs.

PUB DATE- Oct 91
NOTE- 60p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Basic Skills; Check Lists; *Competence; *Disabilities; *Job Skills; Job Training; Literacy Education; Skill Development; Student Evaluation; Vocational Education; *Vocational Evaluation
IDENTIFIERS- Comprehensive Adult Student Assessment System; *Workplace Literacy

These analysis tools assist educators and employers in identifying the basic skill competencies required for adults with special learning needs who enter vocational training programs and/or employment. The tools also provide a system for assessment that is related to those competencies, and they assist in making appropriate accommodations in instruction and/or the job for individuals with disabilities. Information provided by the tools includes the following: (1) specific basic skills required of a job or job cluster; (2) specific skills needed by a person to succeed on the job or in vocational training; (3) the individual's ability to perform each basic skill in relation to the basic skill requirements of the job or vocational program; and (4) whether training or intervention is required for the individual to meet the job/program requirements. Checklists include the following components: reading skills; writing skills; measurement and numerical skills; communication skills; cognitive, organizational, and critical thinking skills; and knowledge of classroom and workplace expectations. The checklists are coded to the Comprehensive Adult Student Assessment System Competency List to allow for curriculum development based on student needs. The Jobs Profile identifies whether each skill is a prerequisite, will be learned on the job, or is not needed for a job. The Individual Profile adds the following information for each skill: performs without cues, devices or supervision; performs with assistive/compensatory devices; cuing/set-up/supervision needed initially; set-up and periodic cuing needed; and unable/unwilling to perform task. (KC)

ED 343 010 CE 060 648

Apprenticeship Training. Administration, Use, and Equal Opportunity. Report to Congressional Requesters.
PUB DATE- Mar 92
NOTE- 47p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Apprenticeships; *Federal Programs; *Females; Males; *Minority Groups; *Nontraditional Occupations; Postsecondary Education; *Program Effectiveness; Program Improvement; Recruitment; Wages
IDENTIFIERS- *Bureau of Apprenticeship and Training

The operation of the U.S. Bureau of Apprenticeship and Training was examined to determine the following: (1) the use of apprenticeship to train workers; (2) federal and state resources dedicated to administering apprenticeship; and (3) the representation of minorities and women in apprenticeship. Information was obtained from the U.S. Department of Labor on federal apprenticeship expenditures and operations, from a survey of the 50 state directors and the heads of the 30 state and territorial apprenticeship agencies, and from the bureau's administrative data. The study found that there are relatively few apprentices (283,000 in 1990) and that their numbers are declining, whereas about 1.4 million students are enrolled in colleges. Public resources for apprenticeship have declined to about 70 percent of the 1980 support level. Minority and female apprentices tend to be concentrated in lower-paying occupations, and there are very few women apprentices--about 7 percent of the total. Recommendations were made for the Bureau of Apprenticeship and Training and the Women's Bureau to identify actions to improve the outreach to and recruitment of women into apprenticeships; however, no specific guidance or directives were issued. (Appendixes include lists of the 68 occupations with the largest numbers of apprentices, minority and female apprentices' occupations by earnings, percentage of female apprentices by occupations, comments from the Department of Labor, and a list of major contributors to the report.) (KC)

ED 343 011 CE 060 651

Business Studies 9. Junior High School. Teacher Resource Manual.
PUB DATE- 91
NOTE- 127p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Articulation (Education); *Business Administration; *Business Education; *Classroom Techniques; Course Content; Educational Resources; *Entrepreneurship; Foreign Countries; Instructional Materials; Junior High Schools; Learning Activities; Program Evaluation; *Teaching Methods; Units of Study
IDENTIFIERS- Alberta

This manual provides learning strategies and activities, evaluation instruments, and learning resources for use by junior high school business education teachers. It is correlated with the Alberta business education curriculum. The manual begins with an overview of the course rationale and philosophy and general and specific learner expectations. Introductory matter includes the following: course framework; required and elective components; sequence and time; and information on the team approach, field trips, teaching for thinking, activities for teaching thinking skills, and evaluation methods. Articulation between this course and other courses is discussed. Eight modules present learning strategies and activities for business basics, economics basics, business innovation, entrepreneurship, entrepreneurship in action, planning, financing a business, and managing a business. The following learning resources are provided: policy guidelines, instructional materials lists, basic learning resources, supporting learning resources (such as videos), library resources, Alberta Education offices, Alberta Education documents, National Film Board of Canada resources, Access Network information, and publications of the Business Education Council. Among the 37 information/activity sheets are the following: self-evaluation, planning work sheet, student survey, panel discussion checklist, evaluating an advertisement, economic terms, starting one's own business, business plan outline, running a school store project, and expenses and inventory forms. (KC)

ED 343 012 CE 060 653

Merrifield, Juliet; And Others
"I'm Not a Quitter!" Job Training and Basic Education for Women Textile Workers.
PUB DATE- 91
NOTE- 137p.; Financial support for the study provided by the Southeast Women's Employment Coalition.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Dislocated Workers; *Employment Programs; Federal Programs; *Females; High School Equivalency Programs; Job Training; *Outcomes of Education; Postsecondary Education; *Program Attitudes; Program Effectiveness; *Retraining; Wages
IDENTIFIERS- *Job Training Partnership Act 1982; Tennessee (Blount County); Textile Industry

A case study was done on the effects of training programs sponsored by the Job Training Partnership Act (JTPA) on 835 women textile workers dislocated by a plant closing in Blount County, Tennessee. Data were gathered by former workers through structured interviews with 100 women typical by age (about 45-years-old) and length of service (14-16 years) in the plant. About half of the women in the sample enrolled in JTPA training programs or the high school equivalency program. Most of the programs were of short duration. The study found that the women who took the additional training thought they had more options for finding jobs; however, there were no significant differences in employment status at the time of the interview 20 months after the plant closing between those who had enrolled in training and those who had not. Although job training did open up new fields, a substantial number of the women ended up back in manufacturing, most at lower wages than they had been paid before. Nevertheless, a majority of the women who had gone through job training said they would do it again. Twelve recommendations were made, among them that JTPA should plan training based on the local job market, that the program should make individual counseling available, that training programs should be longer, and that low-cost health insurance and income maintenance should be offered to allow dislocated workers more time to train. (KC)

ED 343 013 CE 060 655

McGivney, Veronica, Ed.
Opening Colleges to Adult Learners. Report of the NIACE-TEED Research Project on Adult Learners in Colleges of Further Education.
PUB DATE- 91
NOTE- 152p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accreditation (Institutions); Adult Education; *Adult Learning; *Adult Students; Curriculum Development; Delivery Systems; Demography; Educational Change; Educational Development; Educational Finance; *Educational Policy; Educational Strategies; Equal Education; Evaluation; Foreign Countries; Institutional Advancement; Learning Strategies; *Marketing; Needs Assessment; *Outreach Programs; Postsecondary Education; Skill Development; Staff Development; *Technical Institutes
IDENTIFIERS- United Kingdom

This manual is designed to help further education colleges in the United Kingdom devise strategies to meet adult learners' needs. The opening section identifies the demographic and labor market changes that necessitate service to adult learners. Key characteristics of effective college programs for adults are highlighted: institutional flexibility, a student-centered approach, and curriculum design and delivery tailored to employer, group, and individual needs. The body of the manual is divided into three sections: (1) opening up the college; (2) learning issues; and (3) policy issues. Issues for college managers and staff are set out in checklists for each main topic discussed. The first section is concerned with access issues, examining the key processes that can stimulate participation: marketing, promoting the college, outreach, and guidance. Section II explores provision and curriculum issues, accreditation, assessment, and teaching and learning strategies. The third and largest section addresses policy issues. Its chapters cover the following topics: supporting the adult learner, equal opportunities, staff development, collaboration, monitoring and evaluation, and finance and resources. An appendix gives background information on the project that developed this manual. (NLA)

ED 343 014 CE 060 656

John, Magnus

Africa: A Survey of Distance Education 1991. New Papers on Higher Education: Studies and Research 4.

PUB DATE- 91
NOTE- 174p.; Co-ordinator: Keith Harry.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Course Content; *Distance Education; *Educational Finance; Elementary Secondary Education; Enrollment; Foreign Countries; Higher Education; Postsecondary Education; Program Design; Technological Advancement
IDENTIFIERS- *Africa

Country profiles compiled through a survey of distance education in Africa form the contents of this document. International organizations and 35 countries were surveyed: Algeria; Benin; Botswana; Burkina Faso; Burundi; Cameroon; Central African Republic; Chad; Congo (Brazzaville); Djibouti; Ethiopia; Gambia; Ghana; Guinea; Ivory Coast; Kenya; Lesotho; Liberia; Malawi; Mali; Mauritius; Mozambique; Namibia; Nigeria; Rwanda; Somalia; Sudan; Swaziland; Tanzania; Togo; Tunisia; Uganda; Zaire; Zambia; and Zimbabwe. Some or all of the following information is presented for each country: population, area, languages, and per capita income; overview; and institutions involved in distance teaching. For each institution the following is included: address, contacts, aims and objectives, staff size, annual budget, course details, research, and special features. (NLA)

ED 343 015 CE 060 657

Carty, Joan

Latin America and the Caribbean: A Survey of Distance Education 1991. New Papers on Higher Education: Studies and Research 5.

PUB DATE- 91

NOTE- 156p.; Co-ordinator: Keith Harry.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Education; *Course Content; *Distance Education; *Educational Finance; Elementary Secondary Education; Enrollment; Foreign Countries; Higher Education; Postsecondary Education; Program Design; Technological Advancement

IDENTIFIERS- *Caribbean; *Latin America

Country profiles compiled through a survey of distance education in Latin America and the Caribbean form the contents of this document. Seventeen countries were surveyed in Latin America: Argentina; Bolivia; Brazil; Chile; Colombia; Costa Rica; Ecuador; French Guiana; Guatemala; Guyana; Honduras; Mexico; Nicaragua; Panama; Peru; Uruguay; and Venezuela. Twenty-two surveys were conducted in the Caribbean: Anguilla; Antigua and Barbuda; Bahamas; Barbados; Belize; Bermuda; British Virgin Islands; Cayman Islands; Cuba; Dominica; Dominican Republic; Grenada; Guadeloupe; Jamaica; Martinique; Montserrat; Puerto Rico; St. Kitts-Nevis; St. Lucia; St. Vincent; Trinidad and Tobago; and Turks and Caicos Islands. Some or all of the following information is presented for each country: population, area, languages, and per capita income; overview; and institutions involved in distance teaching. For each institution the following is included: address, contacts, aims and objectives, staff size, annual budget, course details, research, and special features. (NLA)

ED 343 016 CE 060 659

Educational Strategies for the 1990s in Africa: Promotion of Literacy Teaching and Basic Education for Development. Conference of Ministers and Those Responsible for Economic Planning in African Member States (6th, Dakar, Senegal, July 8-11, 1991).

PUB DATE- 91
NOTE- 45p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Developing Nations; Economic Factors; Educational Change; *Educational Development; *Educational Strategies; Elementary Secondary Education; Foreign Countries; Higher Education; International Cooperation; Program Evaluation; Self Actualization; Social Influences
IDENTIFIERS- *Africa

This working document suggests guidelines and strategies for the development of education in Africa during the 1990s. The first chapter, "Educational Development in Africa during the 1980s," identifies the following: the main educational challenges in the early 1980s and the responses proposed by the Conference of Ministers of Education and Those Responsible for Economic Planning in African Member States; educational realities in the social and economic crisis of the 1980s; and an evaluation of the implementation of the ministers' recommendations. The second chapter, "New Needs and Appropriate Strategies for the 1990s," covers four topics: developing goals and strategies for the 1990s; education as the key to human development; catering to basic learning needs; and African strategies in respect of education for all. The third chapter, "The Role of International Cooperation," contains three parts: cooperation for the development of education in Africa; guidelines and priorities for educational cooperation in Africa for the 1990s; and setting up appropriate mechanisms for cooperation in educational development. Four references and an appendix giving a breakdown of countries by enrollment rate in 1988 are included.) (NLA)

ED 343 017 CE 060 660

Job Corps Intergroup Relations Program.
PUB DATE- 92
NOTE- 241p.; For a related document, see CE 060 661.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cross Cultural Training; *Educational Resources; *Ethnic Groups; Federal Programs; *Intercultural Communication; *Job Training; *Learning Activities; Lesson Plans; Minority Groups; Postsecondary Education; Program Implementation; Sex Fairness; Staff Development; Teaching Methods; Units of Study
IDENTIFIERS- *Job Corps

The Job Corps Intergroup Relations Program provides an integrated curriculum involving orientation, residential living, education, and vocational training. These instructional materials for the program provide guidelines and materials emphasizing ethnic contributions in order to improve human relations among ethnic groups and between women and men. The materials are organized into 14 sections. The first four sections introduce the program, outline its goals, describe the overall program structure, and provide a flowchart. Information about placement in the program and a student progress sheet are provided. Sections 5 and 6 contain 10 curriculum units focusing on ethnic and cultural heritage. They are organized into orientation, cultural awareness, and ongoing program phases. The ongoing program includes such learning activities as an ethnic heritage calendar, a multicultural calendar, and monthly lesson plans. Section 7 focuses on staff preparation, including information on teaching techniques, classroom management, field trips, and bulletin board displays. The topic of section 8 is program implementation, including inventory and purchase of materials, organization of classroom materials, student folders, and program entry and exit. Units 9-14 contain answer keys, a certificate of completion, ordering information for materials, lists of organizations, and an appendix listing 23 references. (KC)

ED 343 018 CE 060 661

Social Skills Training Program. Center Training Manual.
PUB DATE- 92
NOTE- 107p.; For a related document, see CE 060 660.

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; *Cross Cultural Training; Ethnic Groups; *Group Dynamics; Group Instruction; Instructional Materials; *Interpersonal Competence; Learning Activities; *Lesson Plans; Minority Groups; Postsecondary Education; Sex Fairness; Social Cognition; Teaching Methods; Workshops
IDENTIFIERS- *Job Corps

This manual was developed to help Job Corps trainers prepare to train enlistees in the social skills program and to help them enhance their program delivery skills at their Job Corps centers. The manual is organized in five sections. The first section contains course goals, objectives, and format; it is followed by a brief overview of the social skills training program. The third section contains most of the workshop materials, including presenter notes, sample lesson plans, and four lesson plans and outlines for videotaped lessons. Section 4 contains the training elements, designed to prepare trainers for presenting the social skills training program to Job Corps staff and students. The section addresses three primary roles of the trainer: coordinator, presenter, and facilitator. It also contains suggestions for organizing the training sessions and strategies for training adults and adolescents. Special emphasis is devoted to facilitating groups. The last section contains blank forms for scheduling training sessions. (KC)

ED 343 019 CE 060 662

Modernization Agenda for Progress. Vocational-Technical Education in Ohio. Twenty-Second Annual Report. Fiscal Year 1991.
PUB ATE- 91
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - General (140)
DESCRIPTORS- Adult Education; *Advisory Committees; *Educational Research; Education Work Relationship; *Enrollment; Job Placement; Postsecondary Education; Program Evaluation; Program Improvement; *School Business Relationship; Secondary Education; Special Education; *Statewide Planning; *Vocational Education
IDENTIFIERS- *Ohio Council on Vocational Education

The Ohio Council on Vocational Education consists of 13 members: 7 from private business, industry, agriculture, labor, and the State Job Training Partnership Act administration, and 6 from secondary and postsecondary education. The council advises the governor, the State Board of Education, and the private sector on developing state plans, establishing program evaluation criteria, reaching special populations, involving business and labor in vocational education, coordinating secondary and postsecondary programs, and establishing technical committees. During the 1990-91 fiscal year, the council undertook the following activities: held five conferences throughout the state, observed and evaluated three secondary and two postsecondary institutions, reviewed two two-year college programs, recognized outstanding vocational-technical program alumni, and held a public meeting. Members and staff participated in 30 inservice training sessions. The council worked on development of the state plan for vocational education as required by the Perkins Act, established many business-education committees, conducted reviews of one-fifth of Ohio's vocational programs, and made five recommendations to the State Board of Education. (This document contains the following: 1991 recommendations and their disposition; statistical data, graphs, and charts showing employment rates of vocational completers, vocational enrollment, and vocational education for special needs populations and for adults; and statistics on postsecondary technical education, budgets, and use of resources.) (KC)

ED 343 020 CE 060 663

Metal Fabrication Program Curriculum Development.

SPONS. AGENCY- Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE- 91
NOTE- 264p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Blueprints; Competency Based Education; *Curriculum Development; *Drafting; Geometry; Instructional Materials; *Metal Working; Postsecondary Education; Trigonometry

This course syllabus is for five 18-week courses in the Metal Fabrication Program at Northeast Wisconsin Technical College (NWTC): (1) metal fabrication I; (2) blueprint reading and sketching; (3) applied layout tech I; (4) metal fabrication II; and (5) applied layout tech II. Each syllabus contains some or all of the following: (1) course information--summary statement, rationale for course, course objectives, classroom policy, student texts, references, visual aids, and special equipment and supplies; (2) weekly syllabus--lessons, reading assignments, and laboratory assignments; (3) course outline and request for course approval; and (4) NWTC instructional plan terminal competencies, each containing learning activities/resources and evaluation methods for unit specific objectives. (NLA)

ED 343 021 CE 060 665

Wisconsin's Aging Workforce: Trends in Vocational Education. A Research Study.

SPONS. AGENCY- Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE- Jun 91
NOTE- 129p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Programs; *Adult Vocational Education; Aging (Individuals); Continuing Education; Employer Attitudes; Enrollment Trends; Futures (of Society); Labor Needs; Literature Reviews; *Middle Aged Adults; *Older Adults; Population Trends; Postsecondary Education; *Retraining; *Technical Institutes; Training Methods
IDENTIFIERS- Focus Groups Approach; *Older Workers; *Wisconsin

A study of the aging work force and vocational education trends in Wisconsin was conducted using the following methods: literature review, analysis of a sample of 10% of Wisconsin technical college student records for 1986-1990, a focus group discussion with 5 employers and one with 10 adult students over 40, and a telephone survey of 100 employers and one of 200 students over 40 at Fox Valley Technical College. Among the conclusions are the following: (1) progress is hampered by the multiple meanings of such terms as "aging work force," "older worker," "lifelong learning," and "training"; (2) skills obsolescence is the greatest single issue, the scope of which is difficult to determine; (3) older adults need better information about the importance of continuing education to successful employment; (4) programs for disadvantaged mature workers should be prevention oriented rather than crisis oriented; (5) employers may not be the best judges of current and future skill levels; (6) technical colleges need a better understanding of the adult clientele; (7) age discrimination still exists in employment and education; and (8) continued training and skill upgrading are needed by all employees, necessitating a more formal approach to employee training. (The report includes the following: 41 charts, 16 tables, 27 references, 3 appendices containing employer and adult student survey forms and focus group questions, and an annotated bibliography of 14 items.) (NLA)

ED 343 022 CE 060 682

Bernhardt, Stephen A., Comp.; Meyer, Paul R., Comp.
Step Ahead: A Partnership for Improved Health Care Communication.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 91
NOTE- 62p.; For related documents, see CE 060 683-686.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Allied Health Occupations; Basic Skills; *Communication Skills; Educational Cooperation; English (Second Language); *Hospital Personnel; Hospitals; Illiteracy; Institutional Cooperation; *Literacy Education; Needs Assessment; Patients; Peer Teaching; Program Effectiveness; Program Evaluation; Reading Skills; Staff Development; Tutoring; Writing Skills
IDENTIFIERS- *Workplace Literacy

This publication consists of materials produced by Step Ahead, a National Workplace Literacy Demonstration Project--a partnership between New Mexico State University and Memorial Medical Center, Las Cruces, New Mexico. The project abstract is a one-page summary of facts, objectives, and procedures related to this project, which provided onsite instruction at Memorial Medical Center in job-specific literacy and improved intrahospital and hospital-patient communication by revising hard-to-read documentation. The final performance report (February 1992) presents these results: 238 hospital staff attended 1,556 hours of instruction, and the project offered short courses, English skills workshops, and individual assistance and tutoring. A needs assessment (October 1990) describes information collection activities to identify needs and define program goals concerning staff and staff/patient communications at Memorial Medical Center. It proposes courses, documentation projects, liaison relationships, and intervention activities. Three progress reports (December 1990, April 1991, and August 1991) detail ongoing evaluation and commentary on the project. The final performance report and the progress reports also contain attachments that include attendance figures, ethnic participation, evaluations, and an article on the Medical Spanish courses offered. (YLB)

Dutson-Mallory, Cate; Bernhardt, Stephen
Effective Presentations. Communicating in Health Care Settings. An Offering of Step Ahead: A Partnership for Improved Health Care Communication.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 91
NOTE- 25p.; For related documents, see CE 060 682-686.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Allied Health Occupations; Basic Skills; Communication Skills; *Hospital Personnel; Hospitals; Illiteracy; *Literacy Education; *Public Speaking; *Speeches; Speech Instruction; Staff Development; Writing Skills
IDENTIFIERS- *Workplace Literacy

This coursebook contains materials for a course to help participants in a workplace literacy project put together a solid presentation that they can deliver with confidence. The course's stated goals are as follows: to enable participants to prepare interesting and informative presentations, use visual aids to enhance presentation, deliver presentations in a lively manner, overcome nervousness, and feel confident of their abilities as a public speaker. Materials are provided for four sessions to be presented over 3 weeks. Topics covered in the first are the following: characteristics of good and bad presentations, the communication triangle, the planning stage (purpose of speech, audience, what one knows and what one needs to know), and generating content. A planning worksheet is provided. Session two focuses on putting the presentation together; it covers the writing stage from outline to presentation, conclusions and introductions, and visual aids. Topics in the third session are as follows: the delivery stage, practicing the presentation, preparation, and keys to a strong presentation. During the fourth session, students deliver their presentations in class. (YLB)

ED 343 024 CE 060 684

Bernhardt, Stephen; And Others
Communication for Supervisors. An Offering of Step Ahead: A Partnership for Improved Health Care Communication.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 91
NOTE- 92p.; For related documents, see CE 060 682-686.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Allied Health Occupations; Basic Skills; *Communication Skills; *Hospital Personnel; Hospitals; Illiteracy; Listening Skills; *Literacy Education; *Personnel Management; Speech Communication; Speech Instruction; *Speech Skills; Staff Development; *Supervisors; Writing Skills
IDENTIFIERS- *Workplace Literacy

This coursebook provides materials for a course to teach supervisors to communicate more effectively. The course is designed to be delivered in six sessions over a 3-week period. Stated course objectives for the participant are as follows:

feel more comfortable with supervisory communication; understand language as a means of action and change; feel more comfortable praising, reprimanding, and setting goals; learn to use writing as a management tool; and project a more professional image. An introduction suggests four writing assignments. A section on manager communication contains materials on communication and communication styles. Speaking and listening are addressed in topics of the third section: improving performance with clear goals, active listening, body language, coping with criticism, and confrontation. An exercise on coping with criticism is provided. Writing is covered in the fourth section through these topics: the writing process, purpose and audience, drafting strategies, revising and editing, reviewing the writing of others, and writing tips. The next section presents six readings for the participant: "Communicating in Health Care Settings"; "Why Listening's Not as Easy as It Sounds"; "How to Run a Meeting"; "Writing on the Job"; "Memos"; and "Keep It Short." The last section contains other related materials, such as a sample hospital discipline policy, sample hospital performance evaluation and a communication skills self-assessment form. (YLB)

ED 343 025 CE 060 685

Dutson-Mallory, Cate; And Others

Straight Talk. Communicating in Health Care Settings. An Offering of Step Ahead: A Partnership for Improved Health Care Communication.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- 90

NOTE- 61p.; For related documents, see CE 060 682-686.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Adult Basic Education; Adult Literacy; Allied Health Occupations; Basic Skills; *Communication Skills; Conflict Resolution; *Discussion; *Hospital Personnel; Hospitals; Illiteracy; Interpersonal Communication; *Listening Skills; *Literacy Education; Participation; Patients; Speech Communication; Speech Instruction; *Speech Skills; Staff Development

IDENTIFIERS- *Workplace Literacy

This coursebook provides materials for a course to improve the oral communication skills of workers in health care settings. The course is designed to be delivered in eight sessions over a 4-week period. Stated objectives for the participants are as follows: feel more comfortable with communication in the hospital, avoid becoming defensive or personally involved in a conflict, establish good communication with patients, recognize and deal with the emotions of others in a conversation, guide conversations to successful conclusions, and project a more professional image. Week one materials on good communication cover these topics: communicating in health care settings, why communication can be difficult, exploring the staff-patient relationship, and patient bill of rights. Week three materials address active listening, listening to understand people (empathy and body language), listening to understand the situation (paraphrasing and clarifying), and behaviors that shortcircuit communication. Topics of the third week focus on how to discuss, open versus closed questions, shortcircuiting discussion, guiding discussion, communication styles, and coping with criticism. The fourth week addresses these topics: following up, responding to conflict, confrontation, and problem people. Exercises and practice activities are provided for some topics. (YLB)

ED 343 026 CE 060 686

Bernhardt, Steve; Laroche, Pierre
The Write Stuff: Memos and Short Reports. An Offering of Step Ahead: A Partnership for Improved Health Care Communication.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 91
NOTE- 88p.; For related documents, see CE 060 682-685.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Allied Health Occupations; Basic Skills; *Communication Skills; *Hospital Personnel; Hospitals; Illiteracy; Literacy Education; *Reports; Staff Development; *Technical Writing; *Writing Skills; Writing Strategies
IDENTIFIERS- *Workplace Literacy

This coursebook provides materials for a course to improve the writing skills of workers in health care settings. The course is designed to be presented in eight sessions over a 4-week period. Stated objectives for the participant are as follows: feel more comfortable with on-the-job writing, understand and use a process approach to writing, be able to choose from several outlining and planning methods, choose effective language for both reporting and persuasive writing, and revise memos and reports with a clear purpose and an intended audience in mind. Introductory materials include course goals, outline, and four suggested writing assignments. The first section covers the communication triangle, purpose, and audience. The second section addresses these topics: the writing process, writing behaviors/styles, planning strategies, drafting strategies, and revising and editing. Worksheets are provided in the first two sections for some topics. Two tip sheets discuss reviewing someone else's writing and strategies for quick writing. Seven readings for the participant are provided: "Writing on the Job"; "A Model of the Writing Process"; "Business Writing--without Blood, Sweat, and Tears"; "Memos"; "Clear Writing Means Clear Thinking Means..."; "Keep It Short"; and "You Are What You Write: Model Memos for All Occasions." The final section contains examples of hospital writing. (YLB)

ED 343 027 CE 060 687

Lesko, Silvia Jo
TACSCE Research Annual 1991.
PUB DATE- 91
NOTE- 72p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Administrator Attitudes; College Administration; *Continuing Education; Cost Effectiveness; Credit Courses; Deans; Diagnostic Teaching; *Educational Research; *Ethics; Higher Education; Institutional Characteristics; Noncredit Courses; Personnel; Profiles; Program Effectiveness; *Remedial Programs; Salaries; State Surveys; Two Year Colleges; Undergraduate Study
IDENTIFIERS- Texas

This annual contains the paper that won the 1991 President's Award of the Texas Association for Community Service and Continuing Education (TACSCE) as well as the runner-up paper and other articles. An editorial, "Learning to Crawl" (Silvia Lesko), focuses on the editor's "discovery" of the adult learner. "Ethics and Continuing Education" (Janet Harris), the award winner, describes a survey of Texas deans/directors and provides responses to questions in these general areas: ethics and the institution, ethics in practice, and ethics and the continuing education profession. The instrument and responses are appended. The runner-up paper, "One Institution's Experience with a State-Mandated Testing Remediation Program" (Sam Jes'Son, Michael Mezack) discusses a study of the cost efficiency and effectiveness of the Texas Academic Skills Program. The next paper, "1990 Personnel Profile/Salary Survey and Institutional Profile" (Howard Smith, Derek Skaggs), presents responses of 154 members of the TACSCE and Texas Administrators of Continuing Education of Community/Junior Colleges to questions regarding personnel and salary. Also described are responses of 69 continuing education administrators who are TACSCE members to a survey dealing with institutional characteristics. The final paper, "Do Credit and Non-Credit Courses Compete?" (Fred Voda, Silvia Lesko), reports similarities and differences between responses obtained from survey participants at Tarrant County Junior College and the University of Texas at Arlington. (YLB)

ED 343 028 CE 060 693

Pucel, David J.; And Others
Performance-Based Occupational Affective Behavior Analysis (OABA). Implementation and Supporting Research.
SPONS. AGENCY- Minnesota State Dept. of Education, St. Paul.
PUB DATE- Jan 92
NOTE- 81p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Affective Behavior; Affective Objectives; Behavior Patterns; Behavior Rating Scales; *Competency Based Education; Educational Research; Employee Attitudes; *Employment Potential; Evaluation Methods; Guides; *Job Analysis; Job Performance; *Job Skills; Measures (Individuals); Pilot Projects; Postsecondary Education; Program Implementation; Secondary Education; *Success; Validity; Vocational Education;

Work Attitudes
IDENTIFIERS- *Occupational Affective Behavior Analysis

This document contains two sections: implementation of the performance-based Occupational Affective Behavior Analysis (OABA), and supporting research. Section 1 presents OABA, an analytic procedure designed to identify those affective behaviors important to success in an occupation, and gives directions on how to implement the procedure. The Coordinator Manual contains directions to be followed by the coordinator of the analysis. It is organized around the six steps the coordinator should follow in conducting the analysis: (1) identify the occupation to be analyzed; (2) identify experts and invite their cooperation; (3) administer OABA to obtain a brainstormed list from each expert; (4) develop a group composite list of affective behaviors from experts' original brainstormed lists; (5) obtain importance ratings for each behavior from experts; and (6) generate a list of important critical affective behaviors for the occupation. The manual contains samples of all forms needed to complete the process. The instrument is designed to be sent to occupational experts to obtain brainstormed lists of affective behaviors important to success. The manual and instrument are presented in a form that can be reproduced. Section 2 contains a report of the process used to develop OABA and the related research supporting its validity. It describes the validation of OABA by experts in the fields of cosmetology and machine shop. Appendixes to Section 1 include sample instruments and worksheets; appended to Section 2 are a 37-item bibliography, sample instruments, and results of the cosmetology and machinist pilot studies. (YLB)

ED 343 029 CE 060 694

Pucel, David J.; And Others

A Comparison of Factors Related to the Job Satisfaction and Professional Development of Beginning and Experienced Technical College Instructors.

SPONS. AGENCY- Minnesota State Dept. of Education, St. Paul.

PUB DATE- Mar 92

NOTE- 38p.; For a related document, see ED 341 800.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Beginning Teachers; Career Development; *College Faculty; Comparative Analysis; Educational Research; Faculty Mobility; Followup Studies; *Job Satisfaction; *Needs Assessment; *Professional Development; Teacher Characteristics; Teacher Persistence; *Technical Institutes; Two Year Colleges; Vocational Education Teachers

IDENTIFIERS- *Experienced Teachers

Two studies focused on factors associated with attrition and satisfaction among two-year postsecondary technical college instructors. Results suggested differences in the needs and professional development activities of beginning and experienced instructors. A third study compared follow-up data from a group of beginning instructors 5 years after they entered teaching, with 5-year follow-up data gathered from experienced instructors with 8 to 13 years of experience. Usable data about needs related to job satisfaction and professional development activities and descriptive demographic data were gathered from 292 experienced and 250 beginning instructors, with return rates of 74 percent and 76 percent respectively. The study compared four groups of instructors: beginning instructors who stayed in technical education and those who left; experienced instructors who stayed in technical education and those who left. The experienced and beginning teachers who stayed in technical education differed significantly on 8 of 11 job needs. Shifts in needs seemed to support career development theory predictions of changes in needs with maturity in careers. Both beginning and experienced instructors participated in substantial amounts of professional development activity, but a shift was found in the types of activities involved. Significant differences were found between the ratings of experienced and beginning teachers on six reasons for leaving technical education. (62 references) (YLB)

ED 343 030 CE 060 697

The 1991-94 Three Year Plan for the Use of Federal Funds Available under the Carl D. Perkins Vocational and Applied Technology Education Act.

PUB DATE- 91
NOTE- 193p.; For submission to the U.S. Department of Education for review and approval.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Vocational Education; Budgets; Educational Legislation; Educational Planning; Elementary Secondary Education; *Federal Aid; Federal Legislation; *Long Range Planning; Needs Assessment; Postsecondary Education; Program Administration; Program Development; *Resource Allocation; State Programs; *Statewide Planning; *Vocational Education
IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990; *Wisconsin

This 1991-94 3-year plan describes proposed use of federal funds available to Wisconsin for the support of vocational and technical education. The first three sections provide an introduction, state board certification, and the table of contents. Section IV describes assessment provisions of the Carl D. Perkins Vocational and Applied Technology Education Act; Section V discusses the act's funding provisions. A state profile follows in Section VI. Sections VII and VIII present the assessment of needs and proposed use of funds that were developed by the Bureau for Vocational Education in the Department of Public Instruction (DPI) and deal with federal support for secondary vocational education. Section IX provides Wisconsin Board of Vocational, Technical, and Adult Education (WBVTAE)/DPI tech-prep provisions. Sections X and XI present the assessment of needs and proposed use of funds that were developed by WBVTAE and deal with federal support of postsecondary and adult vocational education. Section XII contains assurances of both the DPI and the WBVTAE. Section XIII provides descriptions or DPI and WBVTAE responses to sections of the Perkins Act. Section XIV contains certifications, information on hearings, and recommendations of the Wisconsin Council of Vocational Education and Wisconsin Jobs Council. (YLB)

ED 343 031 CE 060 699

New Staffing Strategies for the 90s.

PUB DATE- 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adults; Contracts; Employer Attitudes; *Employment Practices; Employment Problems; Flexible Working Hours; Job Sharing; *Labor Needs; Part Time Employment; Personnel Management; *Personnel Needs; *Personnel Policy
IDENTIFIERS- *Flexible Staffing; *Temporary Employment

A survey of a panel of human resource executives who comprised the Olsten Forum on Human Resource Issues and Trends focused on the types of staffing and scheduling strategies being implemented to meet today's business needs. The survey, covering 427 companies, reviewed 2 categories of staffing strategies: contract or flexible staffing, and alternative scheduling. Four powerful forces were moving companies toward such staffing strategies: economic and competitive pressures, the need to contain costs, a shrinking labor pool, and a more diverse work force. Findings included the following: (1) two of five companies reported being understaffed, in most cases due to budget constraints; (2) flexible staffing would be a solution for nearly one-third of the companies over the coming year; (3) during business expansion or uncertain economic conditions, 9 of 10 companies considered contractual, flexible staffing options, including temporary employees, independent contractors, outsourcing, and employee leasing; (4) use of temporary employees remained the most widespread form of flexible staffing, although more than 6 of 10 companies also used independent contractors, and more than one-quarter used outsourcing; (5) alternative scheduling options, such as part-time work and flextime were well established in organizations; (6) more than 8 of 10 companies used part-time employees; (7) the greatest increase in usage was reported in work-at-home options; and (8) alternative scheduling programs were employee driven more often than budget driven. (YLB)

ED 343 032 CE 060 814

Skill Clinics: Community Approaches.

PUB DATE- 1 Apr 92
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Counseling; *Adult Education; Adult Vocational Education; *Career Counseling; Career Education; Community Programs; Correctional Education; *Employment Potential; High School Equivalency Programs; Job Placement; *Job Training; Program Descriptions; Program Design; Referral; Secondary Schools; State Programs; Student Placement; Technical Institutes; Two Year Colleges; Unemployment; *Vocational Evaluation; Vocational Schools
IDENTIFIERS- *Skill Clinics

Intended for people interested in developing a skill clinic, this document contains examples of community and workplace approaches to skill clinics. It describes skill clinics that make it easier for adults to pursue further education and training by offering one-stop service, coordination, assessment, referral, and career counseling. Nine community approaches represent the following types: community college, community college skill center, secondary school, state system, comprehensive adult education, area vocational-technical school, technical institute, correctional services, and community-based organization network. Three skill clinics based in the workplace and tailored specifically to meet employee needs are partnerships between a business and an educational organization. The last skill clinic described is a federal sector design located in the Office of Personnel Management/Internal Revenue Service. Each description of a skill clinic contains these components: type, location, description, services, and contact person with address and telephone number. (YLB)

ED 343 033 CG 024 047

A Self-Evaluation Report of Wisconsin Public Schools:
Comprehensive Alcohol and Other Drug Abuse Programs. Bulletin
No. 92139.

PUB DATE- Sep 91
NOTE- 52p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Alcohol Abuse; *Drug Abuse; Elementary School Students; *Elementary Secondary Education; *Prevention; Program Implementation; Public Schools; Secondary School Students; State Programs; *State Surveys; *Substance Abuse
IDENTIFIERS- *Wisconsin

In December 1990 all Wisconsin school administrators and Alcohol and Other Drug Abuse (AODA) program coordinators received The Comprehensive AODA Program Checklist which contains 46 items that describe comprehensive AODA program components and key elements of the implementation process. This document presents analysis and results of the survey, as well as conclusions and recommendations. These conclusions are cited: (1) the concept of comprehensive AODA programs has been strongly adopted by Wisconsin school districts; (2) the pattern of implementation suggests that schools have implemented a variety of prevention and intervention strategies to combat the problem of alcohol and other drug abuse; (3) most school districts are at a comparable point in development of comprehensive programs, although a small number lag behind; (4) the most frequently low-scoring checklist items were Employee Assistance Programs, peer programs, trained district administrators, and trained school members; (5) student policies and ongoing program appraisal were the most frequently high-scoring items; and (6) positive correlations were exhibited between the basic program framework achieved and previous state funding. In light of these findings seven recommendations are made, focusing on actions to be continued or initiated by the Wisconsin Department of Public Instruction. (ABL)

ED 343 034   CG 024 048

The Wisconsin Study: Alcohol and Other Drug Use. A Search Institute Report. Bulletin No. 92178.
SPONS. AGENCY- Wisconsin State Dept. of Health and Social Services, Madison.; Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- Sep 91
NOTE- 115p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- *Alcohol Abuse; *Drug Abuse; Elementary School Students; Elementary Secondary Education; Grade 6; Grade 8; Grade 10; Grade 12; *Incidence; Secondary School Students; Smoking; *State Surveys; *Substance Abuse
IDENTIFIERS- *Wisconsin

This report presents results of a study of alcohol and other drug use by Wisconsin students which was conducted in the spring of 1991. A total of 5,834 students were surveyed. Students were from grades 6, 8, 10, and 12, as well as from various community sizes and racial/ethnic groups. In addition to reporting results of the 1991 survey this report compares baseline data from a similar 1989 survey with data from the 1991 survey. Results in these categories are presented: (1) social context; (2) alcohol use; (3) cigarette and smokeless tobacco use; (4) marijuana, cocaine/crack, and amphetamine use; (5) other drug use; (6) categories of problem use; (7) percentage of students at risk; (8) comparisons to national norms; (9) summary of changes on selected measures of alcohol and other drug use, 1989 and 1991; (10) community size differences; (11) school and community resources; and (12) opportunities. A recent national study which identified characteristics of youth and the environments that appear to discourage alcohol and other drug use and other forms of at-risk behavior is summarized. Results are illustrated with tables and graphs. Appendices list 1988-1989 sample characteristics and discuss margin of error. (ABL)

ED 343 035 CG 024 049

Families in Education: Educating Everyone Takes Everyone.

PUB DATE- Aug 90
NOTE- 123p.; For 1991's packet, see CG 024 050.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- At Risk Persons; Elementary School Students; Elementary Secondary Education; Family (Sociological Unit); Family Involvement; *High Risk Students; *Parent Participation; *Parent School Relationship; *School Community Relationship; Secondary School Students; *Volunteers
IDENTIFIERS- *Diversity (Institutional); Wisconsin

Materials for the fourth year of the Wisconsin Families in Education program are included in this document. These materials are intended to help schools to organize more parent and community involvement programs. The material is organized into five packets. The first packet, the introductory packet, contains a discussion of the themes for the year, instructions on using the packets, and a sample information release. The theme of the second packet, targeted to the first quarter, is family and cultural diversity. Topics include educating language-minority children, reaching the single parent, and American Education Week Activities. The theme of the third packet, targeted to the second quarter, is volunteerism and community service. Topics include how to start a volunteer program and the best parent involvement ideas. The theme of the fourth packet, targeted to the third quarter, is parents as learners. Topics include immunization update and helping children to learn study skills. The theme of the fifth packet, targeted to the fourth quarter, is children in need. Topics include how parents can help young children to learn study skills, alcohol and drug abuse, characteristics of teenage cults, and working with families who live in poverty. Each packet includes a logo page of related clip art. (ABL)

ED 343 036 CG 024 050

Families in Education: Visions for the Future. Bulletin No. 92054.

PUB DATE- Aug 91
NOTE- 167p.; For 1990's packet, see CG 024 049.
LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- At Risk Persons; Elementary School Students; Elementary Secondary Education; Environmental Education; Family (Sociological Unit); Family Health; Family Involvement; *High Risk Students; *Parent Participation; *Parent School Relationship; *School Community Relationship; Secondary School Students; Transitional Programs

Materials for the fifth year of the Wisconsin Families in Education program are included in this document. These materials are intended to help schools to organize more parent and community involvement programs. The material is organized into five packets. The first packet, the introductory packet, contains a discussion of the themes for the year, instructions on using the packets, and a sample information release. The theme of the second packet, targeted to the first quarter, is transitions. Topics include barriers to successful outreach to parents of diverse populations, motivating children, and talking with preteens about sexuality. The theme of the third packet, targeted to the second quarter, is schools and communities: partners for a strong America. Topics include building community patnerships, linking the generations, reaching the community through the magic of theatre, and suggested activities for American Education week. The theme of the fourth packet, targeted to the third quarter, is healthy family lifestyles. Topics include what schools and families can do about alcohol and drug abuse, reaching out to troubled students, and the prevention of domestic violence. The theme of the fifth packet, targeted to the fourth quarter, is taking care of the planet. Topics include organizing an environmental education workshop for parents, home recycling survey, and family homework activities in environmental education. (ABL)

ED 343 037   CG 024 051

Teacher Intervention Practices: TIPS. A Companion Document to the Teacher Alert System.
PUB DATE- 92
NOTE- 178p.; For "Teacher Alert System," see ED 339 989.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Educational Diagnosis; Elementary School Students; Elementary Secondary Education; Foreign Countries; *High Risk Students; Identification; *Intervention; Needs Assessment; Secondary School Students; *Student Problems; *Teacher Role
IDENTIFIERS- *Alberta

"Teacher Intervention Practices (TIPS)," designed for Alberta classroom teachers and other school personnel concerned about students who may be at risk for learning problems, is a companion document to "Teacher Alert System." While "Teacher Alert System" helps the teacher to identify which students in the classroom might be at risk of school failure and specific problems of concern, TIPS helps the teacher to determine what type of intervention framework will be most effective and to decide on specific tactics for intervention. Following the Introduction in section I, section II outlines the steps to take in using TIPS, section III discusses community support, and section IV provides a Behavioral Index listing behaviors of concern to the teacher. Section V focuses on the five areas of concern that form the core of the Teacher Alert System and TIPS: (1) family and welfare issues; (2) classroom environment factors; (3) physical/sensory disorders; (4) developmental and learning disorders; and (5) temperament and behavior disorders. For each area, indicators are provided along with criteria for action, possible reasons from the problem, and tips on how to address the problem. Each area of TIPS also has a Sources of Support section that lists types of personnel who will have expertise in the particular area of concern, or appropriate agencies to contact for assistance. Section VI provides teacher forms for planning and referral. (NB)

ED 343 038 CG 024 052

Anabolic Steroids: A Threat to Body and Mind. National Institute on Drug Abuse Research Report Series.

PUB DATE- 91
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adolescents; *Body Image; *Drug Use; *Health; Physical Characteristics; *Self Concept; Young Adults
IDENTIFIERS- *Steroids

This report, based on findings of recent studies on the use of anabolic steroids in the United States, was written to educate the public about these drugs and the dangers of misusing them. It notes that the nonmedical use of anabolic/androgenic steroids among adolescents and young adults is of growing concern, with possibly as many as half a million Americans under age 18 abusing these drugs to improve their athletic performance, appearance, and self-image. Evidence is presented suggesting that medically unsupervised steroid use may pose severe risks to physical and psychological health. One section describes valid medical uses of anabolic steroids, explains what anabolic steroids are, and examines if they really work. Other sections focus on a brief history of steroid use, abuse of anabolic steroids, and megadosing. A section on health hazards highlights dangers specific to men, specific to women, and common to both sexes. Special dangers to adolescents are discussed, the threat of Acquired Immune Deficiency Syndrome through needle sharing is explained, and possible psychological effects of steroid use are considered. Questions are posed about the possible addictiveness of steroids, steroids on the black market are described, and safe and healthy alternatives to steroid use are suggested. Four methods of combating the nonmedical use of anabolic steroids are recommended: testing, treatment, legislation, and education. The report concludes with a list of relevant resources. (NB)

ED 343 039 CG 024 053

Ashery, Rebecca S., Ed.
Training Drug Treatment Staff in the Age of AIDS: A Frontline Perspective. Report of a Meeting (April 1989). Clinical Report Series.
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
PUB DATE- 91
NOTE- 39p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Drug Abuse; *Drug Rehabilitation; *Prevention; *Staff Development; *Training

In April 1989, the National Institute on Drug Abuse (NIDA) convened a meeting of 17 Acquired Immune Deficiency Syndrome (AIDS) education and training experts to discuss AIDS and substance abuse training and to examine NIDA-initiated training efforts. Participants were asked to develop specific recommendations for NIDA regarding its role in providing comprehensive and systematic AIDS training to substance abuse counselors and outreach workers. Chapter I of this report sketches the format of the NIDA meeting. Chapter II gives historical context to the discussions that took place at the meeting, describing the evolution of NIDA's National Training System from its inception in the early 1970s to its dismantling in 1981. Chapter III summarizes the conference discussions and recommendations of the participants in the four areas of inquiry for the workshop: (1) developing an AIDS training plan; (2) developing an AIDS curriculum; (3) developing a system for delivering AIDS training; and (4) developing AIDS trainers. For each topic, the chapter reviews the status of knowledge and practice, identifies gaps and needs, suggests approaches for evaluation, and offers recommendations for improvement. Chapter IV notes the three major themes that surfaced during the meeting: (1) the need to professionalize the chemical dependency work force; (2) federal-state partnerships; and (3) the maturing of the training leadership. The chapter also discusses NIDA's AIDS activities in such areas as training development, supervision, sensitivity to youth and minorities, and cooperation with state efforts. A list of meeting participants, including their addresses and telephone numbers, is appended. (NB)

ED 343 040 CG 024 054

Johnston, Lloyd D.; And Others

Drug Use among American High School Seniors, College Students and Young Adults, 1975-1990. Volume II. College Students and Young Adults.

SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.

PUB DATE- 91

NOTE- 188p.; For Volume I, see ED 336 696.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reports - General (140)

DESCRIPTORS- Beliefs; *College Students; *Drug Use; Graduate Surveys; Higher Education; High School Graduates; High Schools; *High School Seniors; Incidence; Student Attitudes; Trend Analysis; *Young Adults

IDENTIFIERS- *Monitoring the Future

This document is the second of two volumes reporting the results of the 1990 surveys, and all previous surveys, from the Monitoring the Future study of American high school students and young adults. Volume II presents the results of the annual follow-up surveys of representative samples of previous participants from each high school senior class going back to the Class of 1976. The time period covered by this volume is 1977 through 1990, encompassing the graduating classes of 1976 through 1989. In order for this volume, which begins with chapter 11, Introduction to Volume II, to stand alone, material from two chapters of Volume I is repeated in chapter 12, Overview of Key Findings, and chapter 13, Study Design and Procedures. Chapters 14 through 17 focus on findings from post-high school young adults, looking at the prevalence of drug use, trends in drug use, attitudes and beliefs about drugs, and the social milieu of young adults. Chapters 18 and 19 concentrate on college students, examining the prevalence of, and trends in, drug use in this population. Trends over the past decade are reported that show appreciable declines in the use of a number of illicit drugs among seniors, American college students and young adults. These trends are interpreted cautiously and it is emphasized that improvements cannot be taken for granted. Twenty-six data tables and 48 figures are included throughout the document. (NB)

ED 343 041 CG 024 055

Success Stories from Drug-Free Schools: A Guide for Educators, Parents, and Policymakers.

PUB DATE- 91
NOTE- 127p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Drug Abuse; *Drug Education; Elementary School Students; Elementary Secondary Education; Intervention; *Prevention; *School Role; Secondary School Students; *Student Behavior

Each year, the U.S. Department of Education recognizes public and private elementary and secondary schools that develop effective approaches to helping students resist or overcome use of tobacco, alcohol, and other drugs. This guide was designed to share the experiences and advice of practitioners from the 107 schools recognized by the Drug-Free School Recognition Program in the 1989-1990 and the 1990-1991 academic years. The first section considers the meaning of a drug-free school and identifies seven characteristics that define schools with effective programs. The next section presents more detailed profiles of five schools selected for the program. The following section presents ideas to implement in seven key areas: (1) assessing and monitoring; (2) involving the community; (3) setting and enforcing drug policy; (4) selecting or developing a drug education curriculum; (5) staff training; (6) involving students; and (7) involving parents. A set of seven difficult problems are posed and possible solutions are presented. A table of all 107 schools recognized in the 1989-1990 and 1990-1991 academic years is provided that lists each school, its address and telephone number, the setting, type of school (public or private), grade level, the percent of low income students in the school, demography, and a quote from the school principal. The guide concludes with a list of resources. (NB)

ED 343 042 CG 024 057

Claus, Richard N.; Quimper, Barry E.
Dropout Study 1990-91.

PUB DATE- Dec 91
NOTE- 44p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Age Differences; Dropout Characteristics; *Dropout Rate; Dropout Research; *Dropouts; Ethnic Groups; Grade 9; Grade 10; High Schools; *High School Students; Junior High Schools; Junior High School Students; Longitudinal Studies; Racial Differences; Sex Differences
IDENTIFIERS- Saginaw City School System MI

This study examined dropout rates for the School District of the City of Saginaw, Michigan. Although a longitudinal study of dropouts has been conducted by the school district for over 25 years, this study begins a new format to coincide with State requirements. The dropout rate is defined as the percentage of students in grades 9-12 who leave school in any one year, adjusting for those who move in and out of the district and to alternative programs. Of Saginaw's 3,178 secondary students in grades 9-12, 203 voluntarily terminated their high school education between October 5, 1990 and September 27, 1991. Of that number, 24 were 9th grade students at the junior high level, and 179 were senior high students. Of the 203 dropouts, approximately 58% were male and 42% female. The greatest number of dropouts (72) occurred at 10th grade. The smallest number and percent of students dropping out at a grade level occurred at 9th grade (24). Seventeen-year-olds comprised the largest group of students dropping out at any age level. Black students comprised the largest enrollment group and the largest group dropping out. The percent of Hispanic dropouts was slightly greater than their percentage of district enrollment. The most frequently cited reason given for students dropping out was "lack of interest." The appendixes provide forms to be used in collecting dropout data. (LLL)

ED 343 043 CG 024 058

Child Abuse, Domestic Violence, Adoption and Family Services Act of 1991. Report To Accompany S. 838. Senate Committee on Labor and Human Resources. 102d Congress, 1st Session.

PUB DATE- 27 Sep 91
NOTE- 66p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Adoption; Battered Women; *Child Abuse; Family Problems; *Family Violence; *Federal Legislation; Public Policy

This report discusses the Child Abuse, Domestic Violence, Adoption and Family Services Act of 1991. Section I provides background information on child abuse, family violence, and adoption opportunities, and addresses the need for reauthorization legislation. Section II provides a list of witnesses from relevant hearings, and briefly describes the primary issues raised. Section III, "Committee Views," addresses the following child abuse issues: U.S. Advisory Board, state grants program, change in title of grant program and purposes, requirements for applying and reporting, state task force, community-based prevention grant, child maltreatment and homelessness, child maltreatment and substance abuse, child abuse treatment improvement grants program, and emergency child abuse prevention. Also covered are committee views on family violence and adoption opporunities. Section IV, "Votes in Committee," notes that Senate bill 838 was approved by the committee. Section V describes the Congressional budget office cost estimate for the bill. Section VI states the inflationary or regulatory impact of the bill. Section VII provides a section-by-section analysis of Senate bill 838. The final section contains a detailed description of the changes in existing law. Sections are reviewed under the following titles: miscellaneous programs, community-based child abuse and neglect prevention grants, certain preventive services regarding children of homeless families or families at risk of homelessness, and family violence prevention and services. (LLL)

ED 343 044 CG 024 059

Yue, Xiaodong

Conflicts and Adaptation: A Discussion of Individualism-Oriented Therapeutic Counseling and Its Implications for Chinese College Counselors.

PUB DATE- Mar 92
NOTE- 14p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Baltimore, MD, March 27-30, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chinese Culture; College Students; *Counseling Techniques; *Counselor Client Relationship; *Counselor Role; *Cultural Differences; Foreign Countries; Higher Education; Models; *School Counselors
IDENTIFIERS- China

Therapeutic counseling, for either clinical or developmental purposes, has been traditionally influenced by the sociocultural values in Western society. Central to these values, it can be argued, is liberal individualism that attempts to bring to people an increased sense of self-control and self-determination. As a result, many of the therapeutic approaches popular in the West are firmly grounded in such a premise. For Chinese people, however, whose cultural values are predominantly sociocentric and collectivistic in nature, it is inappropriate to simply implement these kinds of therapeutic approaches. Three conflicts were identified in a recent study about the role of college counselors as expected by Chinese college students: authoritarian/non-authoritarian role of counselor; judgmentalism/non-judgmentalism; and passivity/activity. It is pivotal that a counseling model takes into account Chinese cultural values regarding norms for appropriate social interactions. Chinese college counselors should take on these roles in talking with students: (1) be heuristic--more active and confrontive in identifying the problems for the client; (2) be active--more dynamic and innovative in talking with the client; (3) be discrete--more task-oriented in therapy and specify goals for the client as clearly as possible; and (4) be direct--more open and candid in attitudes toward the client. (LLL)

ED 343 045 CG 024 060

Bottoms, Bette L.; And Others

Profile of Ritualistic and Religion-Related Abuse Allegations Reported to Clinical Psychologists in the United States.

SPONS. AGENCY- National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, D.C.
PUB DATE- 19 Aug 91
NOTE- 23p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Abuse; Incidence; National Surveys; *Psychologists; Religion
IDENTIFIERS- Occultism; *Ritual Behavior; *Satanism

One of the most shocking claims about child abuse in recent years is that satanic, occult, or ritualistic abuse is occurring and on the rise. To date, no one has attempted to assess the prevalence of claims of such abuse, or to determine the range of cases and the nature of the typical case. This study is currently surveying approximately 41,000 persons and agencies, including all county-level social service, law, and district attorney agencies, as well as a sample of psychologists, psychiatrists, and clinical social workers. Data gathered from 2,709 American Psychological Association (APA) clinicians represents a 46% response rate from this group. Preliminary results indicated that less than a third of APA clinical psychologists have encountered cases of ritualistic or religion-related abuse since January 1980. Among those who have encountered cases, the definition of ritualistic abuse varies. The two most common features, forced participation in sexual activities, and abuse repeated in a prescribed manner, have no necessary connection with satanism, the issue that makes ritualistic abuse such a volatile topic. However, 44% of cases viewed as ritualistic do include symbols or objects associated with the devil. The most extreme and bizarre features of ritualistic abuse occur more frequently in adult-survivor than in child cases. A few clinical psychologists account for a huge proportion of all ritual case reports, and almost all clinical psychologists who reported any ritualistic or religion-related cases believe their clients' stories on the basis of their clients' dramatic emotions and clinical symptoms, even though there is often no external evidence for them. (19 references) (LLL)

ED 343 046 CG 024 061

Guinee, James P.; Tracey, Terence J.

Examining Some Crucial Variables in Counselor Interpersonal Power Base Preference.

PUB DATE- Aug 91

NOTE- 29p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Students; Counselor Client Relationship; *Counselors; Counselor Training; Credibility; Higher Education; *Influences; Interpersonal Relationship; *Power Structure; Student Attitudes

According to Strong and Matross (1973), a counselor's main sources of influencing the client's behavior are expert, referent, and legitimate power bases. To date, the only studies examining the differential preference of counselors for interpersonal power bases have focused on preference as a function of counselor gender, counselor level of experience, and client problem. However, the literature is equivocal with respect to these results, and it is stated that the design and methodology of these studies has been relatively poor. This study re-examined differential counselor preference of power bases as a function of gender, experience, and client problem, with a different methodology. A questionnaire using client scenarios and multiple indicators of power base preference was developed for this study. Responses from 40 students (11 males, 29 females; 31 White, 4 African-American, 1 Mexican American, 1 Asian American, and 3 foreign born) in a counseling psychology program to the questionnaire were examined. Results of the study indicated that counselors did not vary in their endorsement of the different power bases as a function of gender or level of experience; however, there was support for differential usage of the power bases depending upon the specific client being used as a stimulus. Regardless of how experience level is defined, there was no relation with power base endorsement. (LLL)

ED 343 047 CG 024 062

Too Many Young People Drink and Know Too Little about the Consequences.

PUB DATE- Oct 91
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Numerical/Quantitative Data (110)
DESCRIPTORS- *Adolescents; *Alcohol Abuse; Higher Education; Incidence; *Knowledge Level; Secondary Education; Youth Problems

This booklet presents an overview of teenage drinking and teenagers' knowledge about drinking. Results from a variety of studies are summarized under these topics phrased as questions: (1) What are the consequences of teenage drinking? (2) How many teenagers and college students binge drink? (3) How big is the problem of teenage drinking? (4) What are the racial, ethnic, and gender differences in drinking? (5) What kind of alcoholic beverages do young people drink? (6) How do young people obtain alcoholic beverages? (7) Do young people have trouble buying alcoholic beverages? (8) What misconceptions do young people have about alcoholic beverages? (9) Why do young people drink alcoholic beverages? and (10) Are young users of alcohol more likely to use other drugs? Sixteen organizations and 19 references are listed. (ABL)

ED 343 048 CG 024 063

Seefer, Richard G.; Heil, Wendy A.
Lifelong Education for the Challenges of a Rich and Varied
  Future: What Older Americans Look for in Education.
PUB DATE- 24 Nov 91
NOTE- 52p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adult Education; *Adult Learning; *Educational
  Experience; *Educational Needs; Educational Trends; *Lifelong
  Learning; Middle Aged Adults; *Older Adults; Trend Analysis

The educational needs and concerns of midlife and older Americans are as varied as their demographics, family status, economic level, and educational backgrounds. One of the most consistent research findings in adult learning is that the more education people have, the more likely they will be to continue to participate in a wide variety of educational opportunities throughout their lives. Increasingly, our economy is moving toward industries that rely upon knowledge. Half of all service workers are expected to have jobs that involve collecting, analyzing, sorting, and retrieving information by the year 2000. It is possible to think systematically about the possibilities ahead for lifelong education that have some degree of feasibility. Three scenarios of lifelong education for midlife and older Americans are possible: (1) learning for a market in which older people may face economic difficulties and where publicly funded lifelong education can be expanded only slightly and may become less accessible to older, poorer individuals; (2) a learning boom in which lifelong education and training grow rapidly in both public and private sectors and access to the development of instrumental skills becomes more equitable in terms of age and socioeconomic status; and (3) the Renaissance scenario--a visionary perspective in which a learning crisis forces both the public and private sectors to address lifelong learning and educational needs on an ongoing, high-priority basis. (LLL)

ED 343 049   CG 024 065

Young Teens: Who They Are and How To Communicate with Them about Alcohol & Other Drugs.

PUB DATE- 91
NOTE- 59p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Adolescents; *Alcohol Abuse; Behavior Patterns; *Communication Skills; *Drug Abuse; Health Education; *Preadolescents; *Prevention; Program Development; Substance Abuse

This booklet focuses on establishing effective, meaningful, and forceful programs to prevent alcohol and other drug use by youth between the ages of 10 and 14. It looks at some of the most common developmental characteristics of this age group, and reviews the literature on how best to approach them with prevention messages. The focus is on marketing concepts that will reach young adolescents, and provide them with the information and skills they need to make wise decisions. The booklet is divided into four sections. The first section discusses characteristics and "normal" behavior in this age group. Issues such as risk-taking, super-sensitivity, feelings, physical growth, learning, values, and traits common in young adolescents are examined. The second section discusses risks associated with teenage alcohol and other drug use. Knowledge, attitudes, and practices of adolescents regarding alcohol and other drugs are explored. Information is presented from focus groups regarding how to present anti-alcohol and other drug programs to early adolescent youngsters. The third section addresses the concept of getting the message across to young people. Issues such as interpersonal communication, target audience, selecting the message medium, and message appeal are presented. The fourth section presents a framework for planning, developing, and promoting messages and materials for youth. Planning and strategy development, concept development, message development, promotion and distribution, evaluation, and feedback are presented as steps that constitute an ideal process. (LLL)

ED 343 050 CG 024 066

Getting It Together: Promoting Drug-Free Communities. A Resource Guide for Developing Effective Youth Coalitions.

SPONS. AGENCY- Alcohol, Drug Abuse, and Mental Health Administration (DHHS/PHS), Rockville, MD. Office for Substance Abuse Prevention.
PUB DATE- 91
NOTE- 78p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Adolescents; Community; Fund Raising; Grants; Grantsmanship; Needs Assessment; *Prevention; Program Development; Program Evaluation; Resource Materials; *Substance Abuse; Youth Programs
IDENTIFIERS- *Coalitions

This guide is designed to serve organizations and individuals working with youth on issues of alcohol and other drug (AOD) prevention. Chapter 1 examines why coalitions are needed, characteristics of prevention, misconceptions about alcohol and other drug use, community systems and alcohol and other drug use, definitions of coalitions and networks, and the power of youth involvement. Chapter 2 discusses developmental stages, a model for growth and development, theory and research, program strategies, giving information, building life skills, training influential people, providing healthy alternatives, early intervention, program models, influencing public policy, and creating environmental protection. Chapter 3 addresses the question of when a needs assessment should be conducted, how needs are assessed, what to do with needs assessment results, a needs assessment framework for youth prevention program development, and interactions among systems and larger systems factors. Chapter 4 explains what coalitions are and how they work, how coalitions begin, possible functions of coalitions, how coalitions are structured, possible pitfalls of coalitions, and how to make a coalition work. Chapters 5 and 6 deal with program planning and management, and evaluation, respectively. Finally, chapter 7 examines the issue of raising money. Included in this chapter is a discussion of proposal preparation, writing the proposal, and follow-up. (LLL)

ED 343 051 CG 024 067

Linney, Jean Ann; Wandersman, Abraham
Prevention Plus III: Assessing Alcohol and Other Drug Prevention Programs at the School and Community Level. A Four-Step Guide to Useful Program Assessment.
PUB DATE- 91
NOTE- 531p.
LANGUAGE- English
EDRS Price- EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Community Programs; Educational Assessment; Elementary Schools; Elementary Secondary Education; *Prevention; *Program Effectiveness; *Program Evaluation; Secondary Schools; *Substance Abuse

This workbook, the third in a series of "Prevention Plus" publications, provides a step-by-step approach to assessing alcohol and other drug prevention programs at the school and community level. Program assessment is presented according to a four-step model: (1) goal and desired outcome identification; (2) process assessment; (3) outcome assessment; and (4) impact assessment. The workbook contains several major sections. The first two sections describe the logic of program assessment, the basic four-step approach to assessment, and the benefits and some of the costs and fears of program assessment and evaluation. The section on prevention describes basic concepts of prevention and discusses problems and recommendations in prevention programming and special considerations in evaluating prevention programs. The section on program assessment plans describes the plan for collecting information about program effectiveness and the degree of confidence with which the information can be interpreted. Pre-program assessment, post-program assessment, and other aspects of program assessment design are discussed. The next two sections on using this workbook provide: (1) an overview of the four-step worksheets and steps in preparing a report; and (2) two examples of program assessment using the worksheet modules. The next, and by far the longest, section is devoted to specific worksheets to be used in evaluating any of 50 types of activities that are commonly used in alcohol and other drug prevention programs. Examples are provided and directions are given for getting started on program assessment. The last section concerns assessment measures; it includes questionnaires and survey instruments that can be used to measure the program outcomes and the impact the reader hopes to achieve from local prevention programs. A list of clearinghouses, specialized information centers of national organizations, and Department of Education Regional Training Centers is included. (LLL)

ED 343 052 CG 024 068

Randolph, Gayle C., II; McCarthy, Karen V.
ADC Mothers Reach Self-Sufficiency through Comprehensive Support and Family Development Services Program.
PUB DATE- 91
NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Career Counseling; Family (Sociological Unit); *Family Programs; *Mothers; *Welfare Recipients; *Welfare Services

IDENTIFIERS- *Aid to Families with Dependent Children; *Self Sufficiency

Families whose primary or sole means of financial support is derived from the welfare system are attempting to meet immediate survival needs in the same manner as families outside of the system. Project Self-Sufficiency is a program which dedicates time to building trusting relationships based on mutual respect and the belief that, with support, families have the motivation to grow and develop. The project has these goals: to improve the economic, educational, and social skills of single female heads of households receiving Aid to Families with Dependent children; to enhance their ability to become self-sufficient through provision of intensive services; and to develop with these families an individualized course of action to move them out of poverty. Staff, who operate under a team concept, consists of a project manager, a family advocate (caseworker), and a career counselor. The goal is to continue to provide services until the family is economically and emotionally independent and to document project results for replication in a variety of settings, targeting a variety of audiences and presenting problems. Interventions include intake, family assessment, support and case management, referral, direct services, career counseling, follow-up, pre-employment mentoring, participant mentoring, and support groups. Professional development and a task force comprised of area service providers, private business, educational institutions, project staff, and participants are parts of the project. (LLL)

ED 343 053 CG 024 069

Rudy, David R.; Reeves, Edward B.

The Rise and Development of the Adult Children of Alcoholics Movement: Merging Three Theoretical Perspectives.

PUB DATE- Aug 91

NOTE- 34p.; Paper presented at the Annual Meeting of the Society for the Study of Social Problems (Cincinnati, OH, August 21-23, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adult Children; *Alcoholism; Models; *Social Action; *Social Theories

IDENTIFIERS- *Children of Alcoholics

Drinking behavior, from abstinence to alcoholism, has been explored from a wide range of intellectual positions, academic disciplines, and ideological stances. The Adult Children of Alcoholics (ACOAs) movement is probably the most rapidly expanding enterprise in the alcoholism arena. Social movement theory seeks to describe, explain, and understand how social movements originate and develop. The focus from the Collective Behavior Theory stance is that persons (ACOAs) came to identify and articulate a need. The identification and sharing of this need along with the social organization that pursued resolutions to the need are the essential features of social movements in their formative stages. From the Resource Mobilization Theory perspective, society is characterized by conflicts of interest that are tied to various institutionalized power relations throughout the social structure. The ACOA Movement can be seen in this light as the manifestation of the efforts of clinicians and others to address what they saw as a population in need of treatment resources and programs. Both approaches can be combined and more broadly cast under a supply-and-demand model drawn from rational choice theory. An examination using the market ideas of supply and demand illuminates the ACOA Movement. The supply-and-demand model could be profitably extended to studying a number of other social movements. (LLL)

ED 343 054 CG 024 070

Greene, Robin; Nowack, Kenneth M.

Hardiness and Health Status: Results of a 3-Year Longitudinal Study.

PUB DATE- Aug 91
NOTE- 17p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Employee Absenteeism; *Employees; *Health; Longitudinal Studies; Mental Health; Stress Variables; Test Validity; *Well Being
IDENTIFIERS- *Hardiness

Recent research has suggested that individual differences in the personality measure of hardiness are related to health status. This 3-year longitudinal study with full-time employees (N=229) investigated the association between stress, two separate measures of personality hardiness, and objective (absenteeism due to illness verified from personnel records) and subjective (self-reported hospitalization due to injury/illness and psychological well-being) health measures. Using stepwise multiple regression analysis, stress, but not hardiness, significantly predicted absenteeism when controlling for relevant demographic variables. Stress and the alternative measure of hardiness also significantly predicted psychological well-being. Finally, the alternative measure of hardiness, but not any of the original personality hardiness scales, predicted self-reported hospitalization for injury/illness over the 3-year period. Little evidence for the predictive validity of the Kobasa personality hardiness scales or overall hardiness score existed with either objective or subjective health outcomes in this study. However, the alternate measure of hardiness, but not the original hardiness scales, was significantly associated with well-being in this prospective study. These findings suggest that the current conceptualization and measurement of the original hardiness construct should be re-evaluated. (Author/ABL)

ED 343 055 CG 024 071

Free, Marvin D., Jr.

Another Look at the Relationship between the Broken Home and Juvenile Delinquency.

PUB DATE- Aug 91
NOTE- 30p.; Paper presented at the Annual Meeting of the Society for the Study of Social Problems (Cincinnati, OH, August 21-23, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Delinquency; Etiology; *Family Structure; Higher Education; *One Parent Family; Predictor Variables; Theories; Youth Problems

Inadequate samples, methodological deficiencies, and inadequate measures of delinquency and family structure have contributed to the confusion regarding the relationship between the broken home and delinquency. This investigation, seeking to overcome many of the deficiencies of earlier research, used a large, geographically diverse sample, a 70-item self-reported delinquency measure, and familial and nonfamilial variables to examine the broken home/delinquency relationship. The confounding of results that occurs when different types of broken homes are collapsed into a composite measure was eliminated by restricting the broken home variable to one-parent variables. Subjects (N=1,011) were college students between the ages of 17 to 22 years old. Sixteen of the 70 categories in the delinquency measure were found to be significantly related to family structure. These included such items as having broken into a locked car, hit a teacher, used cocaine, and stayed away from school when parents thought the student was there. While these findings suggest that family structure adds little to the understanding of delinquency, the broken home may yet prove to be an important variable in the formation of delinquency. It remains to be seen what influence stepfamilies, adoptive families, and foster homes have on the evolution of delinquent behavior. (ABL)

ED 343 056 CG 024 072

Reducing Youth Violence. Coordinated Federal Efforts and Early Intervention Strategies Could Help. Statement of Gregory J. McDonald, Director of Human Services, Policy and Management Issues, Human Resources Division. Testimony before the Committee on Governmental Affairs, United States Senate.
PUB DATE- 31 Mar 92
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Etiology; Federal Programs; Intervention; *Prevention; *Violence; *Youth Problems
IDENTIFIERS- Testimony

The testimony presented in this document discusses the extent of the problem of youth violence, risk factors, type of approach required, federal prevention efforts, and conclusions. It is suggested that young people at risk of later violence tend to: come from families that are abusive, neglectful, and otherwise dysfunctional; show an early propensity to lie, steal, fight, be truant, and be aggressive; use alcohol and drugs as they grow older; and live in low-income areas having high rates of serious crime. Preventing youth violence in the long term is described as requiring a multifaceted approach that involves: (1) reducing multiple risks; (2) reaching children of different ages; (3) providing both early prevention and treatment services; and (4) devising strategies based on individual communities' problems. It is noted that funding for federal prevention efforts is directed mostly to job training and vocational education, and little funding directly targeted to preventing youth violence. It is concluded that decreasing youth violence willl require a multifaceted, coordinated set of strategies and that early intervention is a critical first step. (ABL)

ED 343 057 CG 024 073

Iowa Guidance Surveys. The Dropout--Fiscal Year 1991. The
Graduate--One Year after Fiscal Year 1990.

PUB DATE- 92
NOTE- 63p.; For related documents, see ED 300 750, ED 307 537, and ED 340 969.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Dropout Research; *Dropouts; Graduate Surveys; *High School Graduates; Longitudinal Studies; Outcomes of Education; Secondary Education; Secondary School Students; State Surveys; Trend Analysis

This document contains data regarding the secondary school dropouts (grades 7-12) from Iowa's public schools and the primary status of Iowa's 1990 public high school graduates one year after graduation. Data is presented in the form of charts, graphs, and tables. Data on dropouts is presented in these categories: sex; grade distribution; K-12 enrollment categories; merged areas; and counties. A 22-year composite of dropout data is included. In the graduate follow-up data state totals are presented with data presented in the categories of size code and merged area. A 22-year composite for this data is also provided. (ABL)

ED 343 058 CG 024 074

Bieschke, Kathleen J.; Lopez, Frederick G.
A Causal Model of Career Aspirations.
PUB DATE- Aug 91
NOTE- 75p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Choice; *Careers; *College Students; Higher Education; High Schools; *High School Students; *Mathematics Achievement; *Mathematics Anxiety; Models; *Occupational Aspiration; Sex Differences

Although women are entering male-dominated occupations at a greater rate, they still tend to avoid those occupations, as well as college majors that require math. Lack of an adequate math background, and thus lower math achievement, seems to effectively bar women from high level, technological, and male-dominated occupations. This study examined the relationship of identity development to the development of math self-efficacy beliefs in an effort to clarify career decision-making behaviors of men and women. The purpose of this study was to test a causal model of math/science career aspirations that incorporated key elements of math self-efficacy and identity development theories. The extent to which socioeconomic status, sex role identity, gender, math ability, number of math/science high school courses, identity status, math anxiety, math self-efficacy, and interests influence occupational aspirations of high school students (N=136) and college students (N=153) were evaluated. Structural modeling using LISREL was supportive of math self-efficacy and research, though unsupportive of the inclusion of identity status variable in the model. Separate models were fit for the entire sample and the male and female subsamples. (ABL)

ED 343 059 CG 024 075

Iowa Study of Alcohol and Drug Attitudes and Behaviors among Youth. 1990-91. Normative and Trend Data.

SPONS. AGENCY- Office of Elementary and Secondary Education, Washington, DC. School Improvement Programs.
PUB DATE- Sep 91
NOTE- 96p.; For an earlier report, see ED 312 579.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; *Drug Use; Intermediate Grades; Preadolescents; Secondary Education; *Student Attitudes; *Student Behavior; *Substance Abuse; Trend Analysis
IDENTIFIERS- *Iowa

The Substance Education Program of the Iowa Department of Education began a series of tri-annual studies of youth substance behaviors, attitudes, and knowledge in 1975, with later data collections in 1978, 1981, 1984, 1987, and 1990. This report presents the normative data from the 1990 survey which was administered to approximately 7,000 students in grades 6, 8 , 10, and 12, and makes relevant comparisons with earlier findings. A brief introduction is followed by a section on procedures which explains the selection of district and student samples. The next section describes findings based on students' self-reported use and nonuse during the fall months of 1990. For each of five categories (alcohol, tobacco, marijuana, other drugs, and polysubstance use), data are presented on age of onset of use and on the frequency of use by grade level, sex, and district size. The next section focuses on external influences on substance use and nonuse behaviors, looking specifically at the influence of the community, family, peers, and the school. A section on personal variables assesses internal influences on substance use or nonuse and presents data relevant to conforming and deviant behaviors. A summary and recommendations section concludes the document. The findings presented in this report on substance use and attitudes among Iowa youth shows the continuation of a 12-year decline in the use of alcohol, tobacco, and other drugs among Iowa teenagers. Eighty-five data tables are included. (NB)

ED 343 060 CG 024 076

Bean, Reynold
The Four Conditions of Self-Esteem: A New Approach for Elementary and Middle Schools. Second Edition.
PUB DATE- 92
NOTE- 223p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Elementary Education; *Elementary School Students; Middle Schools; Models; *Self Esteem
IDENTIFIERS- *Middle School Students

This document presents a guide to increasing self-esteem in individual students, in the classroom, and throughout the school environment of elementary and middle school students. The guide was created from a self-esteem model positing that strong self-esteem can be attained only when children experience positive feelings within four conditions of self-esteem: Connectiveness, Uniqueness, Power, and Models. The established model is expanded upon and background information and concrete suggestions for incorporating these conditions into existing elementary or middle school curricula are provided. The nine chapters of the book provide an in-depth explanation of each of the four conditions of self-esteem, suggest specific methods for observing and evaluating children's levels of these conditions, and present essential techniques for improving self-esteem in daily one-on-one and group interactions. Over 50 classroom activities that enhance and maintain student self-esteem within existing content areas are included, as are concrete guidelines for designing one's own activities based on solid self-esteem principles. The book also suggests ways to plan or revise discipline and classroom procedures to respond to self-esteem issues and ways to assess and enhance the self-esteem of teachers, staff, and administrators. (NB)

ED 343 061 CG 024 077

Emihovich, Catherine; Blake, Brenedette Hardy
Evaluators as Moral Agents: Risks and Responsibilities in a New Role.
PUB DATE- 21 Apr 92
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (73rd, San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Evaluation Problems; *Evaluators; *Moral Values; Pregnancy; Prevention; Program Evaluation

Taking the position that science is not value-free has certain consequences. There are both risks and rewards inherent when evaluators relinquish an objective, non-involved role for a more subjective, partisan role in an evaluation where issues of class, gender, and race are intertwined. It is important for evaluators to consider how their personal and political commitments to specific social programs affect their judgments of those programs, and how the interests of social justice can be served in promoting the interests of the clients for whom these programs are intended. The evaluators' values helped to frame the evaluation of a teenage pregnancy prevention program in a rural southern community in the Florida panhandle. The evaluation approach was based on feminist concepts of how social research in general should be conducted and on the principles of action research. A high premium placed on interviewing program participants reflects a desire to serve the interests of social justice by giving a voice to people whom the decision makers rarely hear, and whose interests are rarely considered when decisions to terminate programs are made. Evaluators may face moral dilemmas in the future if the use of incentive programs with at-risk populations increases. Evaluators need to identify the moral and political stance they will assume in conducting evaluations in the future (NB)

ED 343 062 CG 024 078

Schmidt, Ron; And Others
Attitudes towards Older Adults: A Comparison of Physical Therapy and Medical Students.

PUB DATE- 4 Oct 91
NOTE- 11p.; Paper presented at the National Forum on Research in Aging (8th, Lincoln, NE, October 4-5, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Comparative Analysis; Higher Education; Medical Education; *Medical Students; *Older Adults; *Physical Therapy; *Student Attitudes

Since attitudes of medical professionals may influence the health care delivered to elderly people and there is an increasing proportion of older people in society, it would seem appropriate to assess the attitudes toward older adults held by health care providers. This study examined attitudes toward older adults held by physical therapy students, and compared them with attitudes of 232 senior medical students at the same institution who participated in an earlier study using the same instrument. It was hypothesized that because physical therapy students are more likely to have personal contact with older adults in their clinical training than physicians do, they would have more positive attitudes toward older people than do medical students. The Kogan Attitudes Toward Older People Scale was administered to 47 junior and senior physical therapy students. The results of the study indicated that the physical therapy students had relatively positive attitudes toward older people as measured by this scale. Their mean raw score on the Kogan scale was 104.6 with a standard deviation of 16.79; in contrast, the senior medical students' mean score was 99.9, with a standard deviation of 16.79. A t-test revealed no statistically significant difference between the two groups, thus rejecting the study hypothesis. Both groups demonstrated more positive attitudes than did comparable samples of undergraduate, graduate, and medical students previously reported in the literature. (Author/NB)

ED 343 063   CG 024 079

Barham, Martha; Clark, Mary McGinn
Overlooked Issues Relevant in Sexual Abuse.
PUB DATE- Nov 91
NOTE- 7p.; Paper presented at the Annual Meeting of the Society for the Scientific Study of Sex (34th, New Orleans, LA, November 7-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); Adolescents; Adults; Cultural Differences; Fear of Success; Group Counseling; Learning Problems; Obesity; Psychotherapy; *Sexual Abuse; Sexual Identity; Substance Abuse; Victims of Crime

This paper presents clinical observations, experiences, and interventions from group psychotherapy when the main theme was molestation/sexual abuse. The findings presented are a synthesis of experiences in three areas: (1) the difficulty patients encounter when trying to disconnect with the negative effects of sexual abuse; (2) assessment and overlooked identification of co-existent issues that have hampered final resolution; and (3) techniques used to support closure of the sexual abuse and related issues. More commonly reported effects of sexual abuse are noted, including poor self-image, perpetrator behavior/acts of violence, promiscuity, poor sexual relationships, and difficulty with intimacy. Other overlooked issues in the sexually abused patient population also are identified and recurrent themes present in persons with sexual abuse histories are discussed in the areas of obesity, the use of substances, cultural sexual practices, gender identification issues, learning problems, and the fear of success. Intervention techniques are suggested that may help address the problems posed by these often overlooked issues. The interventions suggested are designed to help survivors resolve and bring closure to their negative life experiences. (NB)

ED 343 064 CG 024 080

Brown, Sharon; And Others
What's in Store for the Future: A Career Day Model.
PUB DATE- Nov 90
NOTE- 20p.; Paper presented at the Annual Meeting of the Texas Association of Counseling and Development (34th, Corpus Christi, TX, November 14-17, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Counseling; *Career Exploration; *Career Guidance; Intermediate Grades; Junior High Schools; *Middle Schools; Models; School Counseling
IDENTIFIERS- *Career Day; Middle School Students

This document describes Career Day in Killeen Independent School District in Texas, a program designed by one school guidance department to meet the developmental needs of middle school students, to make students aware of the options available to them after high school, and to help students understand that preparation and achievement now is the basis for goal attainment in the world of work later. The format of the half-day program is presented and it is noted that students will attend three 35-minute sessions on careers of their choice which will be led by experienced persons in the fields. A timetable outlines procedures to be completed as early as 10 to 12 weeks before the scheduled career day and as late as 2 to 3 days after the career day. The schedule suggests when to: get approval for career day, poll students to determine career interests, arrange for parent-presenter volunteers, schedule students for sessions, write press releases, arrange for audiovisual equipment, meet with student guides, welcome presenters, compile student and presenter evaluations, and thank presenters. Materials provided in this document include forms for scheduling of career day, session rosters, letters to parents, worksheets of career presenters, student poll forms, letters to presenters, suggestions for presenters, the Career Day agenda, memos to faculty, and student and presenter evaluation forms. (NB)

ED 343 065 CG 024 081

Hinz, Michael A.; And Others

Personality and Its Relationship to Adaptability of Prepracticum Counseling Style.

PUB DATE- Aug 91

NOTE- 10p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adjustment (to Environment); College Students; *Counselor Performance; *Counselor Training; Higher Education; *Personality; *Personality Traits

While previous and contemporary counseling researchers have examined a variety of variables influencing counseling process and outcome, it remains to be seen how the counselor's personality relates to his or her counseling style. Because it seems that the role of personality traits and interpersonal skills would be more crucial for the prepracticum counselor trainee who lacks counseling experience, this study examined how the personality traits of prepracticum counselor trainees related to their preferences for a given style of counseling and to the adaptability of that style. Prepracticum counselor trainees (N=100) completed the Therapist Styles Inventory (TSI) and the Personal Styles Inventory (PSI). Four global personality traits assessed by the PSI, and four counselor styles and a counselor adaptability score assessed by the TSI were factor analyzed. The analysis indicated four factors: extroversion/introversion, stability/change, support/adaptability, and direction. The four counselor styles and counselor adaptability were differentiated from each other on the two PSI extroversion/introversion and stability/change dimensions. The counselor training implications of these results are such as to suggest that counselor trainers should be aware of the potential contribution of the trainee's normal personality traits to his or her adoption of a particular counseling style. (NB)

ED 343 066 CG 024 082

Davenport, Donna; And Others
Measuring Perceptions of Romantic Love from Three Theoretical Perspectives: Implications for Counseling.
PUB DATE- 28 Mar 92
NOTE- 27p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Baltimore, MD, March 27-30, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitudes; *Client Characteristics (Human Services); College Students; *Counseling; Higher Education; *Interpersonal Competence; *Love; Models; Theories
IDENTIFIERS- *Client Attitudes; *Romantic Relationship

Love is an issue raised with some frequency by counseling clients. Research investigating the nature of love may be useful in providing a framework that counselors can use to conceptualize the signs and symptoms of clients who present with relationship issues when seeking help. This study was conducted to examine the nature of love as measured by three instruments, one deductively grounded instrument by Hendrick and Hendrick and two inductively grounded instruments, the Love Relationships Scale and the Triangular Love Scale. Findings from 69 students revealed the dominant operation of obsessive thought as an important aspect of love as reflected in the isolation of factors named Obsessive Thought, Idealization, and Mania. Findings suggest that a "Thomsonian" or "G"-factor conceptual framework, in which one dimension (apparently involving obsessive thought) dominates meaning, appears to be necessary as a model of romantic love. Other dimensions appeared to delineate nuances about this dominant dimension. (NB)

ED 343 067 CG 024 083

Solomon, Anita O.
Psychotherapeutic Techniques for Victims of Destructive Cults: A Suggested Guide for Therapists.
PUB DATE- Aug 91
NOTE- 24p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Client Characteristics (Human Services); *Counseling Techniques; *Critical Thinking; Psychopathology; *Psychotherapy
IDENTIFIERS- *Cults

There are no meaningful statistics on the number of people who leave destructive cults and no salient picture emerges regarding the frequency of maladaptive conditions following cult involvement. Nonetheless, of the total number of individuals coming out of cults, a seemingly significant subgroup evidences severely neurotic or psychotic-like symptomatology. Many of these subgroup members turn to psychotherapists and counselors for recovery. This paper describes therapeutic techniques that were effective in working with nine victims of destructive, cult-like groups, none of whom evidenced significant psychopathology before their cult/group involvement, and all of whom exhibited degrees of psychotic-like symptomatology after group involvement. Five of the victims described had been involved in groups that were pseudo-religious in orientation, three had been in mass therapy encounter groups, and one had been in a harem/slavery-like group. The therapy described included cognitive therapy, behavior modification, learning theory, and psychoanalytic techniques. Patient characteristics are described, patient vulnerability before entrance into the destructive group is explored, and symptomatology is discussed. Specific techniques are presented that helped patients to renew their critical thinking skills, understand their experiences, recognize cult-induced symbolic language, interpret somatic complaints, recognize floating states, resolve schizophrenogenic messages and guilt feelings, understand their regression, reduce night terrors, become aware of and vent angry feelings toward cult leaders, and change inappropriate behaviors. (NB)

ED 343 068 CG 024 084

Anderson, Lee; And Others
Contribution of Self-Reports to the Identification of Potential Children of Alcoholics.
PUB DATE- Aug 91
NOTE- 22p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcoholism; Anxiety; Depression (Psychology); *Family Characteristics; *Identification; *Parent Background; Primary Education; *Young Children
IDENTIFIERS- *Children of Alcoholics

Parental drinking impacts multiple aspects of child development and, given the magnitude of problems associated with parental alcoholism, early identification of children of alcoholics (COAs) is a critical issue to professionals responsible for the effective treatment of these children. Traditional measures for assessing the adjustment of school-aged children have been of little help in identifying COAs because they do not specifically address the problems or concerns unique to COAs. This study was conducted to empirically identify constructs that best differentiate potential COAs from their non-COA counterparts. It involved the modification of the Child Rating Scale, a traditional self-report instrument, to include scales for evaluating dimensions deemed important to the identification of COAs. Self-reports from the modified Child Rating Scale and teacher ratings using the Aggression, Moodiness, and Learning scale were obtained for subjects (N=250) in first, second, and third grades. Two sets of factor analyses were applied to reduce the number of dependent variables for subsequent analysis. Four dimensions were found for the self-report measure (Depression, Worry About Family, Rule Compliance, and Self-Confidence) and a two-factor structure occurred for the teacher rating scale (Externalizing and Internalizing). The subsequent discriminant-function analysis revealed that the self-report dimensions of Depression and Worry About Family were the only ones to effectively differentiate potential COAs from non-COAs. (Author/NB)

Mulvey, Anne; And Others
Gendered Voices: Students' Descriptions of Sexual Harassment and University Life.
PUB DATE- Aug 91
NOTE- 31p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Higher Education; *Sex Differences; *Sexual Harassment; *Student Attitudes; *Student Problems

Research suggests that male and female college students have different views of what constitutes sexual coercion and divergent standards for behavior in which they themselves would engage. It is likely that students experience different realities and perceive campus quality of life in different terms depending on their gender. An exploratory qualitative analysis was conducted to identify differences of perceptions and experiences of campus life as a function of gender. Open-ended, qualitative comments were obtained from college students (N=703--63% women, 37% men) as part of a larger structured survey investigating sexual harassment and general quality of life at a large state university in the northeast. Students were asked to describe one negative experience related to sexual harassment or campus life. A content analysis of comments revealed four content categories: sexual harassment or negative sexual experiences; other problems related to campus quality of life; reactions to the survey; and comments about an absence of problems. The majority of women reported incidents of gender-bias or sexual harassment. Few men wrote about gender or sexual harassment; most reported problems such as poor parking conditions, poor teaching, or harsh treatment by police. Women's comments about the survey were generally positive or neutral, while men's comments were negative, criticizing the research as irrelevant or offensive. Results suggest that students live in different gender cultures and operate with different values. (NB)

ED 343 070 CG 024 087

Dworkin, Sari H.
Identifying as Lesbian vs. Bisexual: The Dilemma for Women.
PUB DATE- 18 Aug 91
NOTE- 16p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counseling Objectives; Counseling Techniques; *Females; Homosexuality; Labeling (of Persons); *Lesbianism; *Sexual Identity; *Sexuality
IDENTIFIERS- *Bisexuality

In this culture a person's sexual identity falls into one of four groups: heterosexual, homosexual, bisexual, and asexual. Essentialism assumes that one is fixed with a core identity of either heterosexual or homosexual. Constructionism posits that categories of sexuality are constructed to meet the needs of a particular culture, society, and/or historical period.

Bisexuality as a category is often equated with constructionism. A woman with a bisexual label is seen as a threat to both the lesbian and heterosexual communities. The reasons that bisexual women may choose to identify as lesbian appear to be social, political, and emotional. Socially the lesbian identity offers a community in which to belong. Politically the lesbian identity is a way to continue the struggle against gay and lesbian oppression and ultimately against bisexual orientation. Emotionally the lesbian community offers quality woman-to-woman relationships and a sense of empowerment. In therapy and counseling it is not uncommon to see a woman client who is questioning her sexual orientation. Once the female client is comfortable with her bisexual identity, if she is primarily affiliated with the lesbian community, therapists and counselors might help her to decide how she wants to identify herself. It is important to explore what each label means to her and how her self-esteem will be affected by choosing one label over another. (ABL)

ED 343 071 CG 024 088

Powers, Stephen; And Others

Quantitative and Qualitative Methods in the Evaluation of an Alcohol and Other Drug Abuse Prevention Program for High Risk Families with Preschool Children.

PUB DATE- Mar 92
NOTE- 8p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alcohol Abuse; *At Risk Persons; Drug Abuse; *Evaluation Methods; Parents; *Preschool Children; Preschool Education; *Prevention; Program Design; Program Effectiveness; Program Evaluation; *Substance Abuse

The evaluations of substance abuse prevention programs have been criticized for being incomplete, for lacking a comprehensive approach, and for lacking a process evaluation component. Context factors have been found to have distinctive patterns among alcohol and other drug abusers. Among the variables of interest, family cohesion, family expressiveness, and family conflict have been found to have important relationships in alcohol and other drug abusers. Pasos Adelante (Steps Forward) is an early intervention demonstration project for 3- to 5-year-old children and their parents. The program consists of a 12-week cycle for children and parents which meets 2 mornings per week for 3.5 hours plus one home visit per week. The design of Pasos Adelante attempts to improve on previous evaluation limitations by incorporating an ethnographic component into the evaluation design. The goal of this type of research is to identify the attitudes and values, patterns of behavior, and categories of thought that are characteristic of a particular culture. Through participant observation in the early childhood classrooms and parent meetings, two ethnographic assistants will identify key features and processes in program implementation. It is expected that Pasos Adelante will continue for 5 years to serve parents and children. By the incorporation of quantitative and qualitative methodologies, it is expected that the evaluation of the program will yield valuable information about: (1) the family context of parent and child in the family where there is alcohol abuse; (2) the process of the program; and (3) the outcomes of the program. (ABL)

ED 343 072   CG 024 089

New Mexico Dropout Study: School Year 1989-90.
PUB DATE- Mar 91
NOTE- 103p.; For the 1988-89 study, see ED 328 817.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- *Dropout Rate; Dropout Research; *Dropouts; Secondary Education; State Surveys; Trend Analysis
IDENTIFIERS- *New Mexico

Data from an annual study conducted in 1989-90 on the extent and nature of the dropout problem in New Mexico public schools is presented in this document. Data is reported in these categories: annual dropout rate by grade, gender, and ethnicity for grades 9-12 and 7-8; dropout rate by ethnicity and grade; dropout rate by ethnicity and gender; dropout rate by reasons; dropout rate by reasons and gender; and dropout rate by reasons and ethnicity. Topics of discussion include the impact of demographic factors; New Mexico's participation in the National Center for Education Statistics' dropout field study; and issues concerning dropout prevention. The summary notes that results of the 1989-90 dropout study present an encouraging trend in maintaining enrollment in school. Conclusions listed in the summary include: (1) the rate of dropout decreased slightly and stopped a 4-year rising trend; (2) dropout rate by grade remained highest at the 10th-grade level; (3) more males dropped out of school than females; (4) Native American students dropped out of school at higher rates than other groups of students; and (5) at the middle/junior high school level the rising incidence of Black student dropout is becoming an area of concern. Tables and figures illustrate the data. General directions for the dropout study and the dropout study form are included. (ABL)

ED 343 073 CG 024 090

Vernon, Ann; Strub, Richard

Developmental Guidance Program Implementation.

SPONS. AGENCY- American Association for Counseling and Human Development Foundation, Alexandria, VA.

PUB DATE- Apr 91

NOTE- 126p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)

DESCRIPTORS- *Counseling Services; *Counseling Techniques; Counselor Role; Developmental Programs; Elementary Secondary Education; *Guidance Programs; Program Implementation; *School Counseling; School Counselors

This packet of materials was developed for workshops provided to teams of school counselors and administrators for the purpose of developing knowledge and competencies in the delivery of a comprehensive, sequential, developmental guidance program. Section I contains a rationale, definition, and description of program components. In section II developmental student competencies are discussed. Included in this section is information about personal and social development, career and vocational development, and educational development. Section III provides sample role descriptions for the elementary, middle school, and high school counselor, and school administrator. In section IV resource organization and management are discussed. Consideration is given to the involvement of others and local district process. Section V includes information about program evaluation. A self study form and counselor evaluation form are included. Section VI examines the assessment of student needs. Specific concerns, categories of needs, and senior high needs assessment are discussed. A student concerns questionnaire and a teacher-administrator-counselor survey are also provided. Section VII provides sample forms for small group evaluation, an informational letter about groups, a small group sign-up sheet, a lesson plan design, and public relations material. (LLL)

ED 343 074 CG 024 091

Hoover, Betty-Bruce H.
Cohesion, Communication, Co-operation Program.
PUB DATE- 91
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alcohol Abuse; Drinking; High Schools; *High School Students; *Parent School Relationship; *Prevention; Program Development; *Student School Relationship

After an incident of student drinking, a committee was formed by parents, students, and school faculty to deal with the problem of alcohol abuse. Later a program was developed with the goals to inform parents, students, and faculty about the values of cohesive behavior and the means of working together as groups, about communicating clearly with each other, and about cooperating in the process of helping students to meet their full potential. Components of the program include a parent survey, parent meetings, a senior parent workshop on relating to senior students, retreats, student seminars, leadership classes, and a senior project. Information from the surveys is collated by grade level and used in planning the upcoming school year and parent meetings for each grade level. In the fall and the spring of the school year selected classes are taken to a retreat center. A review of the success of these retreats has highlighted the need for an ongoing opportunity for students to meet. The forum for these ongoing discussions is the class seminar. Plans to begin leadership classes for students are being formulated. Another component being formulated is the senior class project, which will bring closure to the years of cooperation. All components of the program are reviewed on a regular basis and are adjusted to meeting the changing needs of the faculty, students, and parents. (LLL)

ED 343 075 CG 024 092

Santa Rita, Emilio
Getting Set for Success.
PUB DATE- 90
NOTE- 308p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Career Counseling; *Career Development; Coping; Counseling Objectives; Higher Education; High Schools; School Counseling; School Counselors; Secondary School Students; Self Concept

These career development materials consist of three booklets: the text, success portfolio, and facilitator's guide. Unit 1 in the text tests the students' coping skills. Contracts in the success portfolio for this unit enable the student to determine the sources of stress and ways of coping; describe different procedures for managing time; assess sources and ways of coping with depression; recognize and practice assertive behavior; and define a problem, seek alternatives, and implement a plan. The focus of Unit 2 is understanding self, particularly the positive and negative supports to constructive personal and interpersonal behavior. Contracts in the success portfolio enable the student to increase self-regard and self-acceptance; use strategies to overcome self-defeating behavior; understand the importance of taking charge of college life; explore according to Maslow's ladder of values the needs that impel the student to achieve in college; and explore ego states of parent, adult, and child in self as the student relates to instructors and classmates. Unit 3 focuses on career awareness. Contracts in the success portfolio enable the student to develop a value, interest, and ability profile, and follow the steps toward planful decision-making and goal setting. For each unit the facilitator's guide outlines the lesson plan and provides answers to the case problems discussed at the end of each chapter. (LLL)

ED 343 076 CG 024 094

Crowe, Kevin
The Effectiveness of Programs for Children of Divorce: A Review of the Qualitative Research Done during the 1980's.
PUB DATE- Nov 91
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adolescents; *Children; Comparative Analysis; *Divorce; Elementary Education; *Program Effectiveness; Program Evaluation; Research Needs

The current status of school based programs for children of divorce conducted during the 1980s which have evaluated the effectiveness of programs targeted to assist children in adjusting to divorce are examined. Eleven qualitative studies were identified which had been published since 1980 and involved children 0-18 years of age. Information on the author of the studies, number of subjects, grade, time since divorce, and reporters are listed. The overall themes of the studies form the basis for the following recommendations: (1) further studies should utilize a specific set of standardized instruments; (2) standardized measures of school achievement should be incorporated; (3) further studies should continue to utilize analysis of variance and t-test mean comparisons as analytic measures; (4) testings should include collecting information from parents, children, and group leaders; (5) when undertaking such programs, special attention should be paid to working with teachers and school personnel, as these individuals may not report the level of positive changes which are seen in the home and self-reported; (6) further studies should include additional objective measures, such as attendance rates, referrals to special services, and disciplinary actions; (7) evaluation designs should incorporate longer-term follow-up; (8) longitudinal studies would be especially useful; (9) studies should control among measures across the experimental and control groups prior to intervention; and (10) further evaluation efforts should consider the feasibility of undertaking additional secondary analyses of existing population and longitudinal databases. (LLL)

ED 343 077 CG 024 095

Pedigo, Shiela; McDermott, Diane

A Comparison of African-American and Caucasian Women Adult Children of Alcoholics and Non Adult Children of Alcoholics.

PUB DATE- Apr 91
NOTE- 20p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Reno, NV, April 22-24, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Children; *Alcoholism; Blacks; Cross Cultural Studies; *Cultural Differences; *Females; Whites
IDENTIFIERS- *Children of Alcoholics

Alcoholism is a disease that has been shown to affect not only the alcoholic but also the family of the alcoholic. The research on Adult Children of Alcoholics (ACOA) reveals that the effects of parental alcoholism are not something that is eradicated once the child leaves home. This study examined the empirical evidence for characteristics of ACOAs developed by Janet Woititz and how these characteristics may differ between African-American (N=66) and Caucasian (N=72) women. The Children of Alcoholics Screening Test was administered to identify persons from alcoholic homes. The 13 characteristics of adult children of alcoholics, described by Janet Woititz, were put into a format using a 5-point Likert type rating scale. The scale was then used to determine whether the ACOAs and non-ACOAs in this sample would identify with this symptomatology. The results indicated no significant difference in the way African-American and Caucasian women ACOAs responded to the 13 characteristics. The empirical results in this study concur with the non-empirical literature: the adult children of alcoholics in this study were different from non-adult children of alcoholics. Both African-American and Caucasian women from alcoholic homes were different from African-American and Caucasian women who were not raised in an alcoholic home. (LLL)

ED 343 078 CG 024 102

Choi, Namkee G.
Racial and Gender Differences in Timing and Factors Associated with Retirement.

PUB DATE- Nov 91
NOTE- 36p.; An earlier version of this paper was presented at the Annual Scientific Meeting of the Gerontological Society of America (44th, San Francisco, CA, November 22-26, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Blacks; Early Retirement; Family Financial Resources; *Family Influence; *Older Adults; *Racial Differences; Research Design; *Retirement; *Sex Differences; Whites

Numerous studies have analyzed the determinants of early retirement or retirement on time among older men and women.

However, not many studies of the determinants of retirement have analyzed racial and gender differences, both between and within groups. Using data from the 1968-1987 interview waves of the Panel Studies of Income Dynamics, this study analyzed the racial and gender differences in timing, and factors associated with the retirement of a sample of 528 older workers. The analysis of the timing of retirement indicated that women are more likely to be retired than men by ages 65-66, and that black males past age 60 have a lower retirement rate than white males. Multivariate analysis also indicated that a black male's retirement is associated with a wider variety of factors than a white male's retirement. A female worker's decision to retire appears to be influenced by a smaller number of variables than that of her male counterpart. Most important, however, is the finding that an older worker's retirement is largely influenced by his or her family's economic needs. This study differs from earlier studies of retirement in the following aspects. First, it utilized an event-history approach for a prospective analysis of determinants of retirement using longitudinal panel data. Second, in its multivariate analysis, this study simultaneously controlled for variables which represented characteristics of both individual workers and their families. (LLL)

ED 343 079 CS 010 847

Summers, Stella

Improving Fourth Grade Students' Word Meaning Vocabularies in the Content Areas through an Eclectic Approach.

PUB DATE- 10 Dec 91

NOTE- 70p.; M. S. Practicum, Nova University.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- Grade 4; Instructional Effectiveness; Intermediate Grades; *Reading Comprehension; Reading Games; *Reading Instruction; Teaching Methods; *Vocabulary Development; *Vocabulary Skills

IDENTIFIERS- Semantic Feature Analysis; Semantic Mapping

The practicum described in this paper used an eclectic approach to promote word meaning vocabulary growth in 14 fourth-grade students from an urban elementary school who had scored below 74% on a vocabulary pretest. Students were tutored once or twice a week for a 10-week period with direct vocabulary instruction, utilizing semantic mapping and semantic feature analysis, and the promotion of wide reading. In addition, a program called the "Word Search Adventure," designed by the researcher, was used to monitor each student's progress and to motivate participation. Results indicated an average increase of 64% on the vocabulary posttest, and also showed that the strategies utilized improved the below average student's word meaning vocabulary in the content areas. Results further indicated that external incentives alone were not sufficient in increasing all students' independent reading at home, and that additional strategies need to be incorporated. (Two tables of data are included; 4 appendixes--the pretest, posttest, "Word Search Adventure," and practicum timeline--and 20 references are attached.) (Author/PRA)

ED 343 080 CS 010 848

Hardy, Fredericia P.

Improving Vocabulary Skills of Chapter 1 Fourth Grade Students
through Semantic Mapping Techniques.

PUB DATE- Jan 92
NOTE- 80p.; Education Specialist Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Context Clues; Grade 4; Intermediate Grades;
Modeling (Psychology); Problem Solving; *Reading Skills;
Student Attitudes; *Thinking Skills; *Vocabulary Development;
*Vocabulary Skills
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1;
Georgia; *Semantic Mapping; *Semantic Webbing

This paper describes a practicum that incorporated semantic mapping, "rich" context clue instruction, and teacher modeling into a 12-week instructional program for 18 Chapter 1 fourth-grade students in rural Georgia who had shown deficiency in vocabulary knowledge with standardized test scores below the 50th percentile in the second and third grades. Comparison of the pre- and posttest results indicated improved vocabulary knowledge and context clue usage. Findings suggest that, although student attitudes demonstrated a positive change, a longer implementation period is needed to make substantial gains in this area. (Three tables of data are included; 25 references and 6 appendixes--including teacher-made pre- and posttests, a sample word list, and mid-implementation tests--are attached.) (PRA)

ED 343 081 CS 010 852

Farrell-Moskwa, Claire
The Relationship between Learning Style and Academic Achievement.
PUB DATE- May 92
NOTE- 37p.; M.A. Thesis, Kean College of New Jersey.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Academic Achievement; *Cognitive Style; Correlation; Educational Research; Grade 5; Intermediate Grades; Middle Schools
IDENTIFIERS- California Achievement Tests; Middle School Students

A study investigated the correlation between students' learning styles and their academic achievement on report cards and standardized tests. Subjects were 58 fifth-grade students in a suburban middle school. The "Learning Style Inventory" by Brown and Cooper was administered to this population, and students' academic averages and California Achievement Test scores were obtained from their cumulative folders. Results indicated that, overall, there was a negligible relationship between learning style and academic achievement; but that there did seem to be a relationship between certain learning styles and academic performances when they were examined on an individual basis. (Four tables of data are included; 26 references, an appendix of data, and the Learning Style Inventory are attached.) (Author/RS)

ED 343 082 CS 010 853

Beach, Richard, Ed.; And Others
Multidisciplinary Perspectives on Literacy Research.
PUB DATE- 92
NOTE- 417p.; Papers presented at the Perspectives on Literacy Conference (2nd, February 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Cultural Context; Higher Education; *Interdisciplinary Approach; *Literacy; *Research Methodology
IDENTIFIERS- *Educational Issues

This collection of conference papers explores the application of a range of different disciplinary perspectives to studying literacy, drawing not only on newer linguistic and cognitive psychological orientations, but also on cultural anthropology, sociolinguistics, reader-response theory, critical theory, and poststructuralist theory. The collection is organized in four major sections as follows: Difficulties in Adopting a Multicultural Approach; Disciplinary Perspectives and Methodological Approaches; Specific Disciplinary Perspectives on Literacy Research; and Reaction Papers. Following a foreword by Jerome C. Harste, the papers and their authors are as follows: (1) "Introduction" (Richard Beach and others); (2) "Multiple Perspectives: Issues and Directions" (Judith L. Green); (3) "Ethnomethodology and the Possibility of a Metaperspective on Literacy Research" (James L. Heap); (4) "Reconciling the Qualitative and Quantitative" (George Hillocks, Jr.); (5) "First, Catch the Rabbit: Methodological Imperative and the Dramatization of Dialogic Reading" (Russell A. Hunt and Douglas Vipond); (6) "Adopting Multiple Stances in Conducting Literacy Research" (Richard Beach); (7) "Modes of Inquiry in Literacy Studies and Issues of Philosophy of Science" (Timothy Shanahan); (8) "A Psychological Perspective Applied to Literacy Studies" (John R. Hayes); (9) "Some Issues Concerning Differences among Perspectives in Literacy Research" (Michael L. Kamil); (10) "Changing Views of Language in Education: The Implications for Literacy Research" (Jenny Cook-Gumperz and John J. Gumperz); (11) "Studying Language and Literacy through Events, Particularity, and Intertextuality" (David Bloome and Francis M. Bailey); (12) "Literacy Research in Community and Classrooms: A Sociocultural Approach" (Luis C. Moll); (13) "World Knowledge, Inferences, and Questions" (Arthur C. Graesser and others); (14) "Inquiries into the Nature and Construction of Literary Texts: Theory and Method" (Joanne M. Golden); (15) "Articulating Poststructural Theory in Research on Literacy" (Linda Brodkey); (16) "Literacy Research and the Postmodern Turn: Cautions from the Margins" (Peter McLaren); (17) "Multiple Perspectives on Multiple Perspectives" (Diane Stephens and P. David Pearson); (18) "Intuition and Ideology: Exploring the Ecosystem" (Susan Hynds); (19) "What It Means To Be Literate" (Robert Gundlach); (20) "Multidisciplinary Research on Literacy and the Possibility of Educational Change" (Marjorie Siegel); (21) and "What I Learned at This Conference: A Personal Narrative of a Literacy Event" (Ann Matsuhashi Feldman). (SR)

ED 343 083   CS 010 854

Fear, Kathleen L.; And Others
A Critical Analysis of Collaboration within Professional
  Development Schools.
PUB DATE- Dec 91
NOTE- 16p.; Paper presented at the Annual Meeting of the National
  Reading Conference (41st, Palm Springs, CA, December 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
  (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College School Cooperation; *Cooperation;
  Curriculum Development; Educational Research; Elementary
  Education; Higher Education; Literacy; Professional Development
IDENTIFIERS- Empowerment; School Culture; *Teacher Researcher

  Cooperation; *Teacher Researcher Relationship

A study examined the dynamics of the exchange of knowledge frames that lead to empowering participation for teachers and researchers, in the context of a professional development school serving elementary students of varied backgrounds. The subset of professional development school faculty who participated in the study were 2 school faculty and 3 university researchers who made a 10-year commitment to developing collaborative partnerships. Narrative data from the steering committee meetings and field notes focusing on curriculum planning served as reference points from which to critique experiences and the evolution of empowering participation. University researchers met with teachers to co-plan and co-teach literacy projects and to revisit and critically analyze experiences and field notes at the end of the third year. Results indicated that, from the start, teachers and researchers were not equal--although researchers initiated a process to begin to think with teachers, status hierarchies limited equal participation. Findings suggest that researchers need to understand local cultures by describing problems and needs with teachers, and that teachers and researchers need to learn how to become co-learners and to participate in a "cogenerative dialogue." (Fifteen references are attached.) (RS)

ED 343 084 CS 010 855

Antlitz, Patricia
Children's Magazine Use in a Selected School.
PUB DATE- 14 May 90
NOTE- 83p.; M.S. Research Project, Long Island University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Education; *Mass Media Use; *Periodicals; Readability; *Reading Materials; *Reading Material Selection; Reading Research; *Teacher Attitudes
IDENTIFIERS- New York City Board of Education; Teacher Surveys

A study examined teachers' opinions as to what makes children's magazines good as well as which magazines they are currently using in their classrooms and in what ways magazines are being used. Subjects, 10 (of 19) experienced third-, fourth-, and fifth-grade teachers at P.S. 106 in the Bronx, New York City, responded to a questionnaire concerning the subjects' professional history, magazine quality, and magazine usage. Results indicated that: (1) teachers found that the readability of a magazine was its most important feature; (2) teachers made several magazines available, but not necessarily the ones they think are best; (3) 60% of the classrooms had an adequate availability of magazines; (4) 80% of the teachers used three or fewer magazines with little variety; (5) weekly newspapers/magazines are the predominant magazines used in the classroom; and (6) the magazines were all provided by the teachers or by the students and/or parents. Findings suggest that actual magazine usage does not meet the possibilities and potentials for magazine usage as reflected in the professional literature. (The letter of introduction to the questionnaire, the questionnaire, a letter of thanks to participating teachers, one table of data, a 57-item list of children's magazines, and 30 references are attached.) (RS)

ED 343 085 CS 010 856

Chalmers, Lynne
Going Out on a Limb: Teaching Adolescent Boys To be Readers.
PUB DATE- Apr 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - Serials (022)
DESCRIPTORS- Adolescent Literature; *English Instruction; Junior High Schools; *Learning Disabilities; Literature Appreciation; *Males; *Reading Instruction; Student Attitudes
IDENTIFIERS- Reading Motivation

This article discusses the experiences of an 11-year veteran learning disabilities (LD) teacher during her twelfth year of teaching when three severely learning disabled adolescent boys changed from grumbling basal reader users to active, involved readers of quality literature. The article focuses on activities to improve reading fluency and track miscues through the use of novels chosen to engage the students' interest and to inspire them to actually want to read. The article notes that the other LD teacher at the school, a veteran basal reader user, began using novels 4 months year of teaching when 3 severely learning disabled adolescent boys changed from after they were first introduced to the LD students. It also notes that her three "problem" students were the first LD students at that school to complete the high school English requirements in a regular classroom setting and that they acted as advocates of reading for other LD students entering the program. (RS)

ED 343 086 CS 010 857

Smith, Carl B.
Expand Your Child's Vocabulary: A Twelve-Week Plan.
PUB DATE- 92
NOTE- 87p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; *Learning Activities; Parent Participation; Parent Student Relationship; Skill Development; *Vocabulary Development; *Vocabulary Skills
IDENTIFIERS- Words

This booklet shows parents how to help their children develop a number of strategies for understanding words by working together on a methodical, 12-week program of word study. Sections of the booklet describe the program week by week. The techniques described are: Read and Use Context; Search for Synonyms, Antonyms, Homonyms; Learn Important Prefixes; Let Word Endings Help (Suffixes); Learn Groups of Related Words; Discover the Power of Word Analogies; Use Word Maps to Define Words; Use Roots for Basic Meanings; Grow through Word Families; Find Specific Words; Mine the Wealth of Other Languages; and Use the Dictionary and Thesaurus. (RS)

ED 343 087 CS 010 858

Rafferty, Cathleen D.; And Others
Developing a Reading/Writing Curriculum for At-Risk High School Students.
PUB DATE- Dec 91
NOTE- 25p.; Paper presented at the Annual Meeting of the National Reading Conference (41st, Palm Springs, CA, December 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Curriculum Development; *High Risk Students; High Schools; *High School Students; *Instructional Effectiveness; *Reading Instruction; *Remedial Instruction; Student Attitudes; Student Motivation; Whole Language Approach; *Writing Instruction

A study analyzed teacher and student perceptions of a literature-based reading/writing curriculum for at-risk high school students. Eighteen students, (3 girls, 15 boys) ranging in age from 15 to 18 years, began English 9, a redesigned one-semester literature-based make-up course for students who failed ninth-grade English. Prior to the study, the course consisted of repeating the same kind of instruction that resulted in student failure in the regular classroom. Eight students were interviewed mid-way through the second semester. Data also included field notes and interviews with teachers concerning courses taken after the students completed the make-up course. Results indicated that although students had been placed in English 9 for various reasons, almost all responded favorably to the redesigned curriculum, which used a literature-based reading/writing approach taught in a relaxed and democratic classroom atmosphere. Most English 9 students and their subsequent English teachers concurred that through these means,

the students had acquired both the motivation and literacy skills necessary to succeed in the academic school environment. (Twenty-three references, profiles of the English 9 students, and interview protocols are attached.) (RS)

ED 343 088 CS 010 861

Ford, Michael P.; Ohlhausen, Marilyn M.

Portfolio Assessment in Teacher Education Courses: Impact on Students' Beliefs, Attitudes and Habits.

PUB DATE- Dec 91

NOTE- 7p.; Paper presented at the Annual Meeting of the National Reading Conference (41st, Palm Springs, CA, December 3-7, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Educational Research; Elementary Secondary Education; Graduate Students; Higher Education; *Portfolios (Background Materials); *Student Attitudes; *Student Evaluation; *Teacher Attitudes; *Teacher Behavior; *Teacher Education

IDENTIFIERS- *Alternative Assessment

A study surveyed teacher education students' attitudes, beliefs, and habits concerning portfolio assessment. Subjects were 230 students in 10 different graduate courses on literacy education at two colleges: the University of Wisconsin and the University of Nevada. One hundred fifteen subjects (a 50% response) responded to a questionnaire. Results indicated that: (1) although 90% of the subjects had little or no knowledge of portfolio assessment prior to the course, 86% rated their knowledge of portfolio assessment as moderate to high at the end of the course; (2) 91% stated their beliefs about assessment had changed over the years, and that participation in a course which involved portfolio assessment played a critical role in such change; (3) 75% were not using any form of portfolio assessment at the start of the course, while only 12% were not using portfolios after the course; and (4) although only 46% reported that they continued to develop their literacy portfolios after the course, almost one-third of the teachers continued to pursue many of the personal goals they had set for themselves as readers and writers even though they were not updating their portfolios. Findings suggest that: graduate coursework has the potential of playing a critical role in positively influencing teachers' knowledge, beliefs, and classroom practices related to alternative forms of assessment; portfolios create the opportunity to involve learners in directing, documenting, and evaluating their own learning; and teacher educators have the potential to actually touch the lives of teachers as literate beings. (Six tables of data are attached.) (RS)

ED 343 089 CS 010 863

McGinley, William; Kamberelis, George

The Personal, Social, and Political Functions of Young Children's Reading and Writing.

PUB DATE- 5 Dec 91
NOTE- 20p.; Paper presented at the Annual Meeting of the National Reading Conference (41st, Palm Springs, CA, December 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- Case Studies; Cultural Context; Grade 3; Inner City; *Language Arts; Primary Education; *Reading Attitudes; *Writing Attitudes
IDENTIFIERS- *Childrens Writing; *Writing Functions

A study examined the personal, social, and political functions that underlie the reading and writing that young children do about themselves, their families and communities, and their culture. Subjects, five third-grade children attending an inner-city elementary school, participated in an alternative language arts program involving independent self-selected reading of trade books, keeping reader response journals, sharing reading and discussion of self-selected and assigned books and stories, writing about their families, community, and culture, and sharing their writing with their peers. Working as participant-observers, two researchers visited the classroom 5 days a month for 7 months. Five students, whose reading and writing embodied a wide range of personal, social, and political functions, were selected for case study. Subjects were interviewed bi-weekly, and their written work was collected. Results indicated that: (1) the subjects used reading and writing for a range of personal, social, and political functions; (2) multiple functions were often associated with a single book or written piece; (3) the functions were frequently intertwined in mutually supportive ways; (4) the overwhelming proportion of children's reading and writing functioned in personal ways; and (5) subjects' reading and writing functioned in social and political ways, helping them to affirm or transform social relationships in their immediate worlds. Findings suggest that reading and writing are often used by children not only to construct textual meaning but also to construct themselves. (A table of data is included; 24 references and the coding scheme for reading and writing functions are attached.) (RS)

ED 343 090 CS 010 864

Herrmann, Beth Ann; Sarracino, Jeri
Effects of an Alternative Instructional Approach for Teaching Preservice Teachers How To Teach Strategic Reasoning: Three Illustrative Cases.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Dec 91
NOTE- 24p.; Paper presented at the Annual Meeting of the National Reading Conference (41st, Palm Springs, CA, December 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Course Content; Course Objectives; Higher Education; *Instructional Effectiveness; Instructional Innovation; *Preservice Teacher Education; *Reading Instruction; Teacher Behavior; Whole Language Approach; *Writing Instruction
IDENTIFIERS- *Preservice Teachers; *Strategic Reasoning

A study examined the efffect of a restructured preservice literacy methods course on the attitudes and beliefs of three preservice teachers. The major goals of the restructured course were to develop substantive and lasting changes in the preservice teachers' conceptual understandings and theoretical perspectives about literacy teaching, and to help preservice teachers learn how to teach for understanding by engaging in responsive instructional actions that place equal emphasis on basic skills, deep thinking and complex understanding about reading and writing. The instructional approach of the course was shifted from a top-down transmission approach to a bottom-up, problem-solving approach. Thirteen preservice teachers completed the year-long course. Data gathering methods included questionnaires, concept webs, journals, informal conversations, reflective essays, filed notes, and individual conferences. The cognitive shifts of three preservice teachers illustrate the variations observed. By the end of the course, Amy's conceptual understandings and theoretical perspectives about literacy teaching had broadened to include elements of whole language and cognitive and metacognitive theories. Sonya's understandings broadened somewhat, but she developed activities that did little to improve the students' thinking and reasoning abilities. Nancy's understandings also broadened somewhat, but for the most part she became more steeped in the traditional theoretical perspectives she brought with her to the course. Five preservice teachers experienced shifts similar to Amy's, four similar to Sonya's, and four similar to Nancy's. (One table of data is included; 32 references are attached.) (RS)

ED 343 091 CS 010 865

Hamtil, Rosemary
The Psychological Effect of Pet-Ownership on Reading Achievement.
PUB DATE- May 92
NOTE- 33p.; Requirement for the M.A. degree, Kean College of New Jersey.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Correlation; Grade 3; Primary Education; *Reading Achievement; Self Esteem; Surveys
IDENTIFIERS- California Achievement Tests; *Pets

A study examined the possible influence that pets may have on children's reading achievement. Subjects, 61 students from three third-grade classes in an urban school, completed a questionnaire about pet ownership. Responses were compiled and score values established to recognize the length of time the child had owned the pet and how much responsibility the child took in caring for the pet. Subjects' total reading scores on the California Achievement Tests were gathered. Results indicated higher reading achievement (but not statistically significant) for children owning pets than those without pets. (One table of data is included; 19 references, the questionnaire, and two appendixes of data are attached.) (RS)

ED 343 092 CS 010 866

Christen, William; Murphy, Thomas
Smart Learning: A Study Skills Guide for Teens.
PUB DATE- 92
NOTE- 123p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Books (010)
DESCRIPTORS- Adolescents; Learning Activities; *Learning Strategies; *Notetaking; Secondary Education; *Secondary School Students; Study Habits; *Study Skills; *Test Wiseness; *Writing (Composition)

This book is designed to help teenagers make the most of their study time and learn how to take good notes, how to plan writing projects, and how to prepare for tests. Chapters in the book are: What It Takes; Active Learning; Writing; PREPsteps; Take Note; Making Time for Time; The Real Test; and Going for the Gold. (RS)

ED 343 093 CS 010 867

Nolan, Helena L.

Television's Effect on Reading Habits of Second Grade Students.

PUB DATE- May 92
NOTE- 34p.; M.A. Thesis, Kean College
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Grade 2; Primary Education; *Reading Achievement; *Reading Habits; Reading Research; Surveys; *Television Viewing
IDENTIFIERS- California Test of Basic Skills

A study determined if there was a correlation between reading achievement of children in grade two and the amount of time they spent watching television. Thirteen second-grade students responded to a survey given to determine the number of hours they spent reading and the number of hours they watched television over a three-week period. The number of hours spent watching television was correlated with their reading achievement scores. An analysis of the results indicated that the number of hours spent watching television did not negatively affect reading achievement. (One table of data is included; 28 references, the questionnaire, and a table of data are attached.) (Author/RS)

ED 343 094 CS 010 868

Thomsen, Mary Zimmerman
The Effect of Prime Time Television Shows on the Image of Reading and/or Reading Activities through Their Content.
PUB DATE- May 92
NOTE- 38p.; M.A. Thesis, Kean College.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Content Analysis; Grade 3; Mass Media Effects; Primary Education; *Reading Attitudes; Reading Habits; Reading Research; Student Attitudes; Television Research; *Television Viewing
IDENTIFIERS- New Jersey; *Prime Time Television

A study examined whether prime-time television shows have an effect on the image of reading and/or reading activities through their content. The sample consisted of 39 third-grade students in a suburban area of New Jersey. A survey was presented for background information and the top three prime-time television shows were selected. Subjects viewed the shows for a three-week period and completed reaction sheets indicating whether or not reading was portrayed in the shows, and what effect the shows may have had on the subject's reading attitude. Results indicated that two of the shows supported the hypothesis that prime-time television shows promote a positive image of reading and/or reading activities through their content, while the third show only partially supported the hypothesis. (Four tables of data are included; 18 references are attached.) (RS)

ED 343 095 CS 010 869

Gardner, Jo Ann

Teaching Vocabulary To Improve Mathematical Comprehension and Communication.

PUB DATE- May 92

NOTE- 39p.; Requirement for M.A. degree, Kean College of New Jersey.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042)

DESCRIPTORS- Basic Skills; Classroom Communication; Comparative Analysis; High Risk Students; High Schools; *Mathematical Vocabulary; Reading Research; *Remedial Mathematics; *Vocabulary Development; Vocabulary Skills

IDENTIFIERS- New Jersey High School Proficiency Test

A study examined the effectiveness of teaching students the vocabulary of mathematics. Subjects in the experimental group, 14 students in a remedial math section of a secondary school basic skills program, were taught the vocabulary and definitions of 50 mathematical terms as identified on the New Jersey High School Proficiency Test, Mathematics. Students in the experimental group developed word meanings and gave reports about items found in the newspaper. Subjects in the control group, 7 students in a similar program, were taught in the traditional manner with no particular emphasis directed toward the specific vocabulary and took the same pre- and posttests as subjects in the experimental group. Results indicated that a significant improvement in test scores occurred when the experimental group was taught certain definitions. (Two tables of data are included; 17 references, the New Jersey High School Proficiency Test (Mathematics), and the vocabulary list are attached.) (RS)

ED 343 096 CS 010 870

Herrmann, Beth Ann; Sarracino, Jeri
Restructuring a Preservice Literacy Methods Course: Dilemmas and Lessons Learned.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Dec 91
NOTE- 29p.; Paper presented at the Annual Meeting of the National Reading Conference (41st, Palm Springs, CA, December 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- Course Organization; Educational Research; Higher Education; *Instructional Effectiveness; *Literacy; *Methods Courses; *Preservice Teacher Education; Reading Instruction; Writing Instruction
IDENTIFIERS- *Reflective Inquiry

A study examined an initial effort to restructure the content, format, and instruction of a preservice literacy methods course and the effect it had on 13 preservice teachers relative to their movement toward reflective inquiry and practice in literacy teaching. Data were collected from the preservice teachers using questionnaires, journals, informal conversations, reflective essays, field notes, and conferences and were analyzed using a constant comparative method. Results indicated considerable variation among the preservice teachers relative to cognitive, social, and emotional shifts, and showed that only a few preservice teachers made extensive movement toward reflective inquiry and practice. Findings suggest that breaking free from tradition at the teacher education level is a trial-and-error process. (One table describing the cognitive, social, and emotional shifts of the preservice teachers is included; 26 references are attached.) (RS)

ED 343 097 CS 010 871

Loomer, Bradley M.
Spelling Research: The Most Commonly Asked Questions about Spelling...and What Research Says.
PUB DATE- 90
NOTE- 24p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; *Instructional Effectiveness; Middle Schools; Research Utilization; *Spelling; *Spelling Instruction

In an effort to improve spelling instruction in the elementary and middle schools, this booklet presents answers to 12 of the most commonly asked questions about spelling, based on a review of spelling research and a polling of authorities in the field. The booklet answers questions such as: (1) What is the most important single factor in spelling success? (2) Which words should be included in the spelling curriculum? (3) Is it profitable to teach spelling rules? (4) How much time each week can profitably be spent on spelling? and (5) Is there value in activities that encourage students to write their spelling words in some meaningful context? The booklet also presents 20 recommendations based on the research. Fifty-eight references are attached. (RS)

ED 343 098 CS 010 872

Wason-Ellam, Linda
When Students Become Story-Tellers. Monograph No. 1.
PUB DATE- Aug 91
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Communication; Elementary Education; Foreign Countries; Language Arts; Reading Instruction; *Story Telling; Writing Instruction
IDENTIFIERS- *Story Telling by Children

Story-telling is a language-learning activity providing many opportunities for students to use language spontaneously and imaginatively. As an open-ended activity, story-telling helps students to expand literate behaviors, to explore and to spontaneously stretch composing strategies into meaningful contexts before they set their pencils to paper. The "rehearsal" stage of the story-telling cycle includes pre-reading and pre-writing. Many times students role-play their characters, practicing dialogue and gesture, "living the experience" before they actually write about it. In the "extension" stage, story-telling can be a part of the reflecting and refining process, and it includes post-reading and post-writing. Examples of story-telling activities are: group story-telling, add-on cumulative stories, dramatizing stories, participation stories, individual story-telling, family stories, and improvising literary dialogue. (Forty-nine references are attached.) (RS)

ED 343 099 CS 010 873

Juliebo, Moira F.
Whole Class Language Experiences in Primary Classrooms. Monograph No. 6.
PUB DATE- Aug 91
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Beginning Reading; Class Activities; Classroom Environment; Foreign Countries; *Language Experience Approach; Large Group Instruction; *Prereading Experience; Primary Education; Reading Aloud to Others; *Reading Readiness
IDENTIFIERS- *Emergent Literacy

The inclusion of talk, written language, and body language are critically important in primary classrooms. Although reading and writing may be regarded as cognitive activities, they are embedded in a social/cultural milieu, and the practice of mechanical decoding as a necessary precedent to real reading is not pedagogically sound. A whole class language session for 20 minutes each day can provide the teacher and students in Canada with a structure where exciting, meaningful language activities can stimulate students to move on to individual programs involving reading and writing. Early morning or early afternoon times, when kindergarten or grade one children need to be stimulated or calmed down, are best suited for whole class experiences. The session may start with the children sitting in a circle and sharing favorite rhymes, jingles, tongue twisters, and songs. Other activities include: show and tell, using a simple daily weather chart as a calendar, choral reading of new or old books, and shared writing. For grade two or three the procedure would be essentially the same except that activities would build on what has been learned at previous levels. Whole class language experiences engage students and teachers in meaningful, purposeful language interactions that are firmly grounded in the context of the child's world. (RS)

ED 343 100 CS 010 874

Epstein, Ruth
Literacy through Cooperative Learning: The Jigsaw Reading Technique. Monograph No. 7.
PUB DATE- Aug 91
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Class Activities; *Cooperative Learning; Elementary Education; Foreign Countries; Learning Activities; *Reading Instruction; *Small Group Instruction
IDENTIFIERS- Jigsaw Method; Student Led Activities

The jigsaw reading technique maximizes the interactive basis of cooperative learning. The advantages of cooperative learning are that it increases student independence; promotes peer teaching; can be used in multi-level classrooms; can be used in a variety of content areas; can be adapted for use in all age groups; promotes individual and group responsibility; avoids dominance by one group member; creates peer acceptance and understanding; develops social skills; and aids in assessment. In a typical example of the jigsaw technique, the teacher prepares four texts (related to, but different from each other) for groups of students to use. Students complete the reading and do the exercises in their "expert" group, each group using one of the four different texts. Students then gather into four-member jigsaw groups, where each person has a different text, and share the information from the different texts. Students write the tests used to evaluate the groups' learning of the material. When creating their own jigsaw reading activities, teachers should: (1) choose topics of high interest to the students; (2) find out how much their students know about a topic to determine the level of complexity of the information; (3) adapt their source of input to the needs of their students; (4) remember that not everything works; and (5) get feedback from students. (RS)

ED 343 101 CS 010 875

Anderson, Valerie
A Teacher Development Project in Transactional Strategy
 Instruction for Teachers of Severely Reading Disabled
 Adolescents.
SPONS. AGENCY- Ontario Dept. of Education, Toronto.
PUB DATE- Dec 91
NOTE- 28p.; Paper presented at the Annual Meeting of the National
 Reading Conference (41st, Palm Springs, CA, December 3-7,
 1991). Best available copy.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from
 EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
 (150),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Cooperation; Educational Research;
 Foreign Countries; *Inservice Teacher Education; *Instructional
 Effectiveness; Instructional Innovation; Learning Disabilities;
 Models; *Remedial Reading; Secondary Education; Special
 Education; Teacher Improvement
IDENTIFIERS- Transactional Teaching Style

A study examined the effects of a teacher development model designed to provide in-service special education teachers with collaborative transactional strategies for helping severely reading-delayed adolescents take a more active approach to understanding informational texts. The experimental group consisted of nine teachers and their students while the control group consisted of seven teachers and their students (for a total of 83 students in grades 6-11). All teachers were to explicitly teach reading comprehension for approximately 20 half-hour sessions spread over 3 months. Teachers in the experimental group received strategy training and peer support. Data consisted of transcriptions of pre-test, mid-study, and post-test videotapings of teaching sessions and pre- and post-standardized tests. A number of quantitative and qualitative analyses were performed on the data. Results indicated that: (1) experimental teachers and their students changed their behaviors substantially from pre- to post-test, while the control teachers and their students remained about the same; (2) there was a significant increase in student talk and a decrease in teacher talk in the experimental group; (3) both control and experimental students made substantial gains on standardized tests, with the experimental group making much larger gains in reading comprehension; (4) teachers in the experimental group became more flexible and relaxed in the methodology; and (5) administrative support is a necessary component in a successful intervention. Findings demonstrate the advantages of transactional strategy instruction for both teachers and students. (One table and one figure of data are included; two figures representing further analysis of the data and 38 references are attached.) (RS)

ED 343 102   CS 010 876

Hernandez-Miller, Mirtha E.
Effects of Reading Workshop on Students' Retellings.
PUB DATE- Dec 91
NOTE- 29p.; Paper presented at the Annual Meeting of the National Reading Conference (41st, Palm Springs, CA, December 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Grade 4; *Holistic Approach; *Instructional Effectiveness; Intermediate Grades; Reading Attitudes; *Reading Instruction; Reading Research; *Reading Tests; Research Design; Sustained Silent Reading
IDENTIFIERS- *Reading Retelling Profile; Retelling

A study used the Reading Retelling Profile to examine the effectiveness of the holistic instructional approach called "reading workshop," which involves increased time for sustained silent reading, authentic literature in the reading program, a choice of books to read, written response journals, group discussions, and a supportive literary environment. Subjects, 23 fourth-grade students of average reading ability, were instructed using the reading workshop approach 2 days per week for 8 weeks, supplementing regular basal instruction. Subjects' comprehension was assessed using written retellings analyzed using the Reading Retelling Profile, and subjects' attitude toward reading was assessed using the Warncke Attitude and Interest in Reading Inventory. Subjects in the control group, 13 fourth-grade students of average reading ability from another school in the same district, were instructed using the same basal series and completed the written retelling and attitude survey. Results indicated that: (1) the experimental group demonstrated a higher degree of comprehension as measured by reader's response to text than did the control group; (2) text-based comprehension information and written language use demonstrated no significant difference between the two groups, although the experimental group demonstrated higher posttest means in text-based comprehension information; and (3) the experimental group showed improvement in reading attitudes, while the control group showed decline. (A figure presenting the Reading Retelling Profile and one table of data is included; 18 references are attached.) (RS)

ED 343 103 CS 010 877

Roe, Mary F.
Portfolios: From Mandate to Implementation.
PUB DATE- Dec 91
NOTE- 47p.; Paper presented at the Annual Meeting of the National Reading Conference (41st, Palm Springs, CA, December 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Portfolios (Background Materials); Primary Education; Program Implementation; Qualitative Research; Social Cognition; *Teacher Attitudes; *Teacher Behavior
IDENTIFIERS- Alternative Assessment; *Emergent Literacy; Student Centered Assessment

A qualitative study focused on the experiences of 20 teachers required to use portfolio assessment in a summer program for at-risk kindergarten and first-grade students. Three questions guided data collection: What types of information did the teachers aggregate?; What definition of literacy emerged from the acquired information?; and What guided the teachers' decision-making in creating their portfolios? Data came from student portfolios, teacher interviews, and questionnaires. Results indicated that: (1) the teachers selected a variety of artifacts to portray a student's literacy which resulted in four types of portfolios, labeled respectively "minimalist," "positivist," "compulsive," and "conversationalist"; (2) an equal attention to reading and writing and assessment fairness emerged as important considerations; (3) teachers contributed their attitudes and knowledge in implementing portfolio assessment; and (4) teachers believed that portfolio assessment became an assessment of their professional capabilities. Findings suggest a gap between the idealized portrayal of portfolio assessment and its use. (Three tables of data and a figure diagramming anecdotal comments are included; 29 references, questions used in teacher interviews, and the teacher questionnaire are attached.) (Author/RS)

ED 343 104   CS 010 878

Froese, Victor
Aspects of Reading in ESL and L1 Students.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- Dec 91
NOTE- 11p.; Paper presented at the Annual Meeting of the National Reading Conference (41st, Palm Springs, CA, December 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *English (Second Language); Foreign Countries; Intermediate Grades; Miscue Analysis; *Native Speakers; Oral Reading; Reading Research; *Recall (Psychology); Secondary Education
IDENTIFIERS- British Columbia; Retelling

A study examined English-as-a-Second-Langauge (ESL) and native English speaking (L1) students' recall of propositional knowledge, story structure elements, inferential comprehension, and the types and frequencies of oral reading miscues. Reading tasks were administered to 30 students (aged 9 to 13) from each of the three linguistic groups (Cantonese, Vietnamese, Punjabi) and 30 native English speakers. The second language subjects were placed in 14 different ESL classrooms in British Columbia. The reading tasks were based on well-structured two-episode stories written for this purpose and were of similar readability. Unaided retelling was followed by prompts relative to each story proposition as well as five inferential questions. Retellings were transcribed and analyzed. Results indicated that, in the non-English groups: (1) story endings were interpreted differently; (2) inferential questions were handled differently; and (3) that the total number of miscues was higher. Findings suggest that caution may need to be exercised when making predictions about story endings with children from these language backgrounds. (One figure and two tables of data are included.) (RS)

ED 343 105 CS 010 879

Soni, P. Sarita, Ed.
Literacy and Learning.
SPONS. AGENCY- Indiana Univ. Foundation, Bloomington.
PUB DATE- Mar 92
NOTE- 38p.; Journal also supported by the Indiana University Alumni Association.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Censorship; Computers; Deafness; Educational Finance; Educational Policy; *Educational Research; *Educational Researchers; Elementary Secondary Education; Higher Education; Illiteracy; Interviews; *Literacy; Reading Achievement; Reading Instruction; Reading Tests; School Law; Sensory Aids
IDENTIFIERS- Educational Issues; *Indiana University

This theme issue of "Research and Creative Activity" features six articles on Indiana University faculty whose work on various campuses continues to broaden and advance knowledge about "Literacy and Learning". The articles are as follows: "New Ways to Teach Reading" (about the work of John McEneaney, Assistant Professor of Education, in designing computer programs to diagnose reading problems); "The Legal Parameters of Learning" (about the work of Martha McCarthy, Professor of Education, a leading researcher in the study of education law); "Worldwide Literacy: It's a Matter of Time" (about Harbans Bhola, Professor of Education, who brings 25 years of experience to the international literacy movement); "The Gift of Language" (about the cochlear implant work of Richard T. Miyamoto, Chairman and Arilla DeVault Professor, Department of Otolaryngology-Head and Neck Surgery, Indiana University School of Medicine); "Assessing Achievement" (about the innovative reading assessment tests developed by Roger Farr, Professor of Education, Indiana University Bloomington); and "Indiana at Risk" (about the efforts of Carlyn Johnson, Professor of Public and Environmental Affairs, Indiana University-Purdue University at Indianapolis to remove the flaws in Indiana's school funding sytstem in order to achieve statewide equality of educational opportunity. (SR)

ED 343 106 CS 010 881

Joseph, Joyce A.
Improving Self-Esteem of At-Risk Students.
PUB DATE- Feb 92
NOTE- 215p.; Educational Specialist Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Dropout Prevention; Dropout Programs; Grade 8; *High Risk Students; Junior High Schools; Mentors; Middle Schools; Parent Teacher Cooperation; Potential Dropouts; Program Descriptions; Reading Improvement; Remedial Instruction; *Self Esteem
IDENTIFIERS- Middle School Students

A practicum addressed the problem of low self-esteem of at-risk students by developing and implementing a 12-week dropout prevention program for 19 eighth-grade students in urban, middle class school. The program used five basic strategies for raising self-esteem: affective skills training (using role playing, mapping, and brainstorming to help students learn to make decisions and solve problems), remediation of basic skills, implementation of an in-house mentor/protege program (in which each student had a "friend" on campus who offered support, encouragement, and understanding), and parent/teacher involvement. The program met affective and cognitive needs of students in a caring, supportive environment. Results indicated that students improved their basic skills in reading and demonstrated increased levels of positive self-concept. (Fifty-four references are attached. Extensive appendixes contain pre/posttest results, parent correspondence, program implementation information, instructional material, and evaluation forms.) (SR)

ED 343 107 CS 010 882

Afflerbach, Peter; Sammons, Rebecca Bell

Report Cards in Literacy Evaluation: Teachers' Training, Practices, and Values.

PUB DATE- Dec 91
NOTE- 18p.; Paper presented at the Annual Meeting of the National Reading Conference (41st, Palm Springs, CA, December 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Research; Elementary Secondary Education; *Grading; Literacy; *Report Cards; *Student Evaluation; *Teacher Attitudes; *Teacher Education
IDENTIFIERS- Maryland; Massachusetts; Michigan; New York; Training Needs; Wisconsin

A study examined teachers' training, practices, and values for using the report card to communicate their knowledge of students' literacy achievement. Subjects, 48 elementary, middle, secondary, and college preparatory teachers from 10 school districts in 5 states, completed a questionnaire designed to elicit teachers' perspectives on the report cards they used for literacy assessment. Results indicated that: (1) few teachers reported receiving any training to write report cards; (2) few were involved in the development of the report cards they were required to use; (3) teachers reported writing report cards for a wide variety of purposes and audiences; and (4) the more the report card accommodated teachers' knowledge, the more it was valued. Findings suggest that it may be difficult or impossible to build the ideal report card, within or across schools and districts. (Two tables of data are included; the questionnaire is attached.) (RS)

ED 343 108 CS 010 883

Pollock, John S.
Reading Recovery Program 1990-91. Final Evaluation Report. Elementary and Secondary Education Act-Chapter 1.
PUB DATE- 13 Dec 91
NOTE- 88p.; For 1989-90 report, see ED 327 821.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Reading; Compensatory Education; Early Intervention; Family Involvement; Grade 1; High Risk Students; Individual Instruction; *Instructional Effectiveness; Primary Education; Program Evaluation; Reading Improvement; Reading Programs; Reading Research; *Remedial Reading
IDENTIFIERS- *Columbus Public Schools OH; Metropolitan Achievement Tests; *Reading Recovery Projects

The purpose of the 1990-91 Reading Recovery Program in the Columbus, Ohio public schools was to provide early intervention to underachieving first-grade pupils who appeared unlikely to read successfully without intensive instruction. The program featured individualized one-on-one lessons provided by specially trained teachers. The lessons were based upon diagnostic instruments designed to provide a comprehensive assessment of the pupil's development of reading and writing strategies. Daily 30-minute individualized lessons included a variety of instructional activities designed to help pupils develop reading strategies. The major evaluation effort was accomplished through administration of Metropolitan Achievement Tests and locally constructed instruments. The program served 297 pupils in 38 elementary schools, with an average pupil enrollment of 64.8 days. Of this group, 139 students were included in the evaluation sample. Results indicated that the three desired outcomes were met: (1) 69.8% of the pupils had a normal curve equivalent (NCE) gain of 3.0 or better; (2) 96.1% of the pupils were not retained in grade 1; and (3) 98.1% of the pupils had parental involvement. Results also indicated that 80.8% of the teachers believed the program was of value to their pupils, and that the program was expensive in comparison to other compensatory programs. Findings support the continuation of the program. (Eight specific recommendations and 23 tables of data are included; survey instruments, record-keeping sheets, and comments from the classroom teacher survey are attached.) (RS)

Pollock, John S.
Early Literacy Program Grades One and Two 1990-91. Final Evaluation Report.
PUB DATE- 9 Dec 91
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Reading; Compensatory Education; *Early Intervention; Family Involvement; Grade 1; Grade 2; High Risk Students; *Instructional Effectiveness; Primary Education; Program Evaluation; Reading Programs; Reading Research; *Remedial Reading; Small Group Instruction; *Writing Instruction
IDENTIFIERS- *Columbus Public Schools OH; Emergent Literacy; Metropolitan Achievement Tests

The Early Literacy Program in the Columbus, Ohio public schools provided early intervention to underachieving first- and second-grade pupils who appeared unlikely to read and write successfully without additional reading instruction. The program featured small group instruction for 40-45 minutes daily. During 1990-91, 65 teachers served 1477 pupils in 43 schools. Lessons were tailored to build on what pupils already knew while strengthening a self-improvement system which would lead to continued growth. The evaluation effort was accomplished through administration of Metropolitan Achievement Tests and locally constructed instruments. Results indicated that the three established desired outcomes were met: (1) 152 pupils of an evaluation sample of 248 pupils gained at least 3.0 normal curve equivalents in total reading; (2) 240 pupils of an evaluation sample of 263 pupils were promoted to the next grade level; and (3) parents of 256 of a sample of 265 pupils participated in the program by visiting and/or volunteering in the classroom. Findings support the continuation of the program. (Seven specific recommendations and eight tables of data are included; a calendar worksheet, parent involvement log, and a pupil data sheet are attached.) (RS)

ED 343 110 CS 010 885

Lore, Rosemary; Chamberlain, Ed

Language Development Component Chapter 1 Reading Program 1990-91. Final Evaluation Report. Elementary and Secondary Education Act-Chapter 1.

PUB DATE- 11 Mar 92
NOTE- 68p.; For 1989-90 report, see ED 328 882.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Compensatory Education; Elementary Education; Family Involvement; High Risk Students; *Instructional Effectiveness; Middle Schools; Program Evaluation; *Reading Improvement; *Reading Programs; Reading Research; Reading Skills; *Remedial Reading
IDENTIFIERS- *Columbus Public Schools OH; *Education Consolidation Improvement Act Chapter 1

The Chapter 1 Reading Program of the Columbus, Ohio public schools provided assistance to selected underachieving students in grades one through eight in order that they might attain more fully their potential for and improvement of language and skills. The program featured small group instruction arranged according to pupil needs. The program provided service to a total of 4730 pupils in 83 public elementary schools, 26 public middle schools, and 7 nonpublic schools. Evaluation data included results of standardized tests and locally constructed instruments. Results indicated that the three desired outcomes were met: (1) 59.8% of 1612 pupils in an evaluation sample gained 3.0 or more normal curve equivalent (NCE), with an average gain of 5.9 NCE; (2) 91.9% of 1652 pupils in an evaluation sample were promoted to the next grade or passed their target courses; and (3) parents of 90.8% of the 1665 pupils participated in one or more specified parent involvement activities. Recommendations include: the reason for the small sample size should be determined; the strong support system provided by program administrators and coordinators should be continued; and planning at the building level should insure time for joint planning between program and classroom teachers. (Seventeen tables of data are included; two tables of data and various instruments are attached.) (RS)

Johnson, Jessie
Adaptation of Curriculum, Instructional Methods, and Materials Component, Instructional Assistant Program 1990-91. Final Evaluation Report.
PUB DATE- 18 Mar 92
NOTE- 58p.; For the 1988-89 report, see ED 313 667.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Early Intervention; Grade 1; *Instructional Effectiveness; Kindergarten; Primary Education; Reading Research; Reading Skills; *Remedial Reading; *Teacher Aides
IDENTIFIERS- *Columbus Public Schools OH; Comprehensive Tests of Basic Skills; Metropolitan Achievement Tests

Funded through the Ohio Disadvantaged Pupil Program Fund, the Instructional Assistant Program of the Columbus, Ohio public schools provided direct instructional service to selected pupils in the classroom setting. The program was located in 60 buildings, with an equivalent of 147 assistants serving 202 teachers and 2048 pupils in kindergarten and first grade, and provided daily activities to strengthen and extend regular classroom instruction. Emphasis was placed on activities which would increase the oral and written language and reading skills needed to be successful in school. Evaluation data included results of standardized tests and locally constructed surveys. Results indicated that: (1) the attendance criterion was met by 35% of the 445 kindergarten pupils served and 49% of the 1603 first-grade pupils served; (2) improvements of 3.0 or more normal curve equivalents were achieved by 67% of the kindergarten evaluation sample and 53% of the first-grade sample on the Total Reading test and by 68% of the kindergarten sample on the Oral Comprehension test; (3) 79% of the kindergarten teacher ratings and 84% of the first-grade teacher ratings agreed that pupil success was attributable to the services of the instructional assistant; (4) more than 80% of the assistants rated inservice meetings as very informative and worthwhile; and (5) 86% of the first-grade pupils were promoted. Findings support continuation of the program. Recommendations include having teachers as well as assistants attend inservice meetings, and continuation of school visitation by the program evaluator. (Sixteen tables of data are included; evaluation forms, survey instruments, and five tables of data are attached.) (RS)

ED 343 112 CS 010 887

Dumas, Colleen
Implementing Whole Language: Collaboration, Communication and Coordination.
PUB DATE- Mar 91
NOTE- 23p.; Paper presented at the Annual Spring Conference of the National Conference of Teachers of English (Indianapolis, IN, March 14-16, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Kindergarten; *Parent Participation; *Parent Teacher Cooperation; Primary Education; *Program Implementation; *Student Development; *Teacher Behavior; *Whole Language Approach
IDENTIFIERS- Emergent Literacy; Texas

A parent of a kindergarten child in Texas began observing her child's classroom when she noticed that the whole language instructional approach described to parents before the beginning of school was apparently not being implemented as stated. The parent was surprised when her child's teacher suggested, after only six weeks of instruction, that the child be put in a transition program the following year because the teacher believed the child was not ready for first grade. As the year progressed, the parent's frustration and anger grew as indications grew that the child's risk-taking abilities and self-esteem were being destroyed. The child is now progressing well through first grade, and the child's teacher is encouraging invented spelling and creative activities in the classroom. Although communication on the parent/teacher level and the parent/principal level has increased awareness of the importance of children's reading capabilities, more parent education needs to be addressed to make the program successful as a whole. (Six examples of the child's writing are attached.) (RS)

ED 343 113 CS 010 889

Gill, Helen V.

Using Naturalistic Inquiry To Foster Higher Order Thinking in an Undergraduate Classroom.

PUB DATE- 13 Mar 92
NOTE- 29p.; Paper presented at the Annual Midwest Regional Reading and Study Skills Conference (5th, Kansas City, MO, March 12-13, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Course Descriptions; *Critical Thinking; Higher Education; *Instructional Effectiveness; Instructional Innovation; *Methods Courses; *Naturalistic Observation; *Preservice Teacher Education; Research Methodology; Thinking Skills
IDENTIFIERS- Corpus Christi State University TX

A teaching/learning strategy called "Content-Field Synergy" (C-FS) promotes systematic instruction in the use of naturalistic inquiry as a higher order thinking strategy in social context. C-FS is a total course of study design that synthesizes and extends material from the required course text and lectures with observations from a "relevant slice of life." Undergraduate students in a reading methodology class at Corpus Christi State University in Texas compared the oral language, reading, and writing responses of a 3-year-old and a 6-year-old child by observing them in meaningful contexts and collecting reading, writing, and oral language samples. C-FS is conducted in four stages: (1) learning in the classroom; (2) observing and recording in a natural setting; (3) synthesizing all data and producing a manuscript; and (4) sharing the findings. A pilot study evaluated the C-FS strategy. Subjects, 81% of the 32 undergraduates enrolled in the prerequisite reading course during the 1991 second summer session, completed a survey concerning their perception of C-FS. Results indicated that: all respondents claimed that C-FS was relevant to the course; 92% claimed that it permitted freedom with guidance and enhanced their long-term memory; 81% said it enhanced their awareness of the real life situation as well as helped them to internalize text; and 73% claimed that it helped them to restructure their knowledge. (The course syllabus and a sample research paper using naturalistic inquiry are attached.) (RS)

ED 343 114 CS 010 891

Smith, Sandra A.

Increasing Positive Attitudes towards Recreational Reading.

PUB DATE- Feb 92
NOTE- 62p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Grade 3; Independent Reading; Primary Education; Reading Aloud to Others; *Reading Attitudes; *Recreational Reading
IDENTIFIERS- Reading Motivation

A practicum developed and implemented reading strategies to increase the positive attitudes toward recreational reading of a third-grade target group. The practicum focused on five central strategies for achieving objectives: alternative book reports, home leisure reading, guest reader program, read-aloud student response journals, and writing and publishing original works. Thirty minutes a day over a 12-week period were devoted to read-alouds and independent discussions as well as independent responses. Results revealed a successful increase in positive attitudes of the target group. Appendixes include a reading survey and data, sample forms, and suggested readings with related critical thinking questions and activities. (Five figures are included.) (SR)

ED 343 115 CS 010 892

Commeyras, Michelle; And Others
Dialogical-Thinking Reading Lessons: Promoting Critical Thinking among "Learning-Disabled" Students. Technical Report No. 553.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 92
NOTE- 43p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Critical Reading; *Critical Thinking; Grade 5; *Instructional Effectiveness; Intermediate Grades; *Learning Disabilities; *Reading Instruction; Reading Research
IDENTIFIERS- *Dialogical Thinking

A study investigated whether reading instruction that emphasizes critical thinking would benefit "learning-disabled" fifth-grade students. Seven students were assigned to an instructional group that participated in a program of 10 dialogical-thinking reading lessons and 7 were assigned to a comparison group that remained with the classroom teacher and completed regular classroom assignments. The instructional group was involved in reading a story and discussing a central issue. Students considered two alternative conclusions regarding the central issue, identified reasons to support each hypothesis, and evaluated the truth and relevance of each reason. Reading comprehension and critical-thinking tests were administered to both groups and both particpated in a base-line and post-dialogical in a base-line and post-dialogical-thinking reading lesson. Results indicated that: (1) on the post-dialogical-thinking reading lessons, the instructional group arrived at proportionately more valid reasons and gave more comprehensive final conclusions regarding the central issue than did the comparison group; (2) there was no evidence of improvement on the paper and pencil tests of reading comprehension and critical thinking for either group; and (3) comparing the students' performance on paper and pencil tests with their performance in discussion settings revealed significantly differing views of competency. Findings suggest that assessing "learning-disabled" students' reading and thinking should be re-examined from a contextualist perspective, and that "learning-disabled" students should receive reading instruction that calls for critical thinking. (Five tables of data, 2 figures representing test items, and a list of answers to one central question are included; 43 references and the coding system for analyzing dialogical-thinking reading lesson transcripts are attached.) (Author/RS)

ED 343 116 CS 010 893

Raban, Bridie

Reading Research in Great Britain: Are the Research Questions Being Asked Either Appropriate or Helpful?

PUB DATE- Dec 91
NOTE- 14p.; Paper presented at the Annual Meeting of the National Reading Conference (41st, Palm Springs, CA, December 3-7, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; Critical Theory; Foreign Countries; Higher Education; *Reading Research; *Research Methodology
IDENTIFIERS- Empiricism; Great Britain; Interpretive Research; Teacher Researcher Relationship

This paper reviews four currently recognized modes of inquiry available to reading researchers, including both qualitative and quantitative approaches. The paper discusses empiricism, interpretive research, critical science/theory, and action research, briefly describing the purposes, goals, and assumptions underlying each mode of inquiry. The paper concludes that reading research must broaden its methodology and work towards shifting paradigms of traditional research. It argues that the most significant aspect of the research activity is to ask the right questions--questions which are pertinent, researchable, and with outcomes directed at a process of change within appropriate social contexts--and notes that a suitable paradigm can be chosen from these questions. (One figure is included and 12 references are attached.) (SR)

ED 343 117 CS 010 895

Irwin, Judith W., Ed.; Doyle, Mary Anne, Ed.
Reading/Writing Connections: Learning from Research.
PUB DATE- 92
NOTE- 311p.
LANGUAGE- English
EDRS *Price- EDRS Price - MF01/PC13 Plus Postage.*
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Elementary Secondary Education; *Reading Processes; *Reading Research; *Reading Writing Relationship; Research Methodology; Research Utilization; Writing Instruction; *Writing Processes; *Writing Research
IDENTIFIERS- Teacher Researchers

This book presents an overview of reading/writing research, discussing specific reading/writing processes, instructional issues, teacher research, and directions for future research. Chapter titles are: (1) Alternative Research Perspectives (Sarah J. McCarthey and Taffy E. Raphael); (2) Reading, Writing, and Genre Development (Judith A. Langer); (3) Linguistic Cohesion (Dixie Lee Spiegel); (4) Reading and Writing Stories (Jill Fitzgerald); (5) Summarizing Text (Victoria Chou Hare); (6) The Development of Academic Competence: All Our Children Emerge as Writers and Readers (Elizabeth Sulzby and June Barnhart); (7) Writing to Learn (Richard T. Vacca and Wayne M. Linek); (8) How Reading Model Essays Affects Writers (Peter Smagorinsky); (9) The Motivation to Read and Write (Cheryl L. Spaulding); (10) Children's Book-Selection Strategies (Cheryl Shoesmith Timion); (11) A Special Needs Student in a Reading/Writing Workshop (M. Joan Throne); and (12) Ongoing Research and New Directions (Robert J. Tierney). A study by Judith W. Irwin of reading/writing research (culminating in a list of the best research) from 1900 to 1984 is attached. (RS)

ED 343 118 CS 213 113

Cahalan, James M., Ed.; Downing, David B., Ed.
Practicing Theory in Introductory College Literature Courses.
PUB DATE- 91
NOTE- 387p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Critical Reading; Feminism; Higher Education; *Introductory Courses; *Literature Appreciation; Teaching Methods; *Theory Practice Relationship; Undergraduate Students
IDENTIFIERS- Aesthetic Reading; *Literary Theory

Connecting the separate worlds of literary theorists and literature teachers in higher education, this collection of essays by 20 college teachers shares their ideas about using theorists' concepts to turn undergraduates from passive receivers of information into active thinkers about meaning in literature. Following an introduction by James M. Cahalan and David B. Downing, essays in the collection are: "Reading from Inside and Outside of One's Community" (David Bleich); "Combining Personal and Textual Experience: A Reader-Response Approach to Teaching American Literature" (Patricia Prandini Buckler); "From Clinic to Classroom while Uncovering the Evil Dead in 'Dracula': A Psychoanalytic Pedagogy" (Mark S. Paris); "'Text,' 'Reader,' 'Author,' and 'History' in the Introduction to Literature Course" (John Schilb); "In Search of Our Sisters' Rhetoric: Teaching through Reception Theory" (Louise Z. Smith); "The Historical Necessity for--and Difficulties with--New Historical Analysis in Introductory Literature Courses" (Brook Thomas); "The Reader and the Text: Ideologies in Dialogue" (John Clifford); "Confrontational Pedagogy and the Introductory Literature Course" (Ronald Strickland); "The Walls We Don't See: Toward Collectivist Pedagogies as Political Struggle" (C. Mark Hurlbert); "Feminist Theory, Literary Canons, and the Construction of Textual Meanings" (Barbara Frey Waxman); "Coyote Midwife in the Classroom: Introducing Literature with Feminist Dialogics" (Patrick D. Murphy); "A Multicultural Introduction to Literature" (Phillipa Kafka); "'Who Was That Masked Man?': Literary Criticism and the Teaching of African American Literature in Introductory Courses" (Pancho Savery); "Less Is More: Coverage, Critical Diversity, and the Limits of Pluralism" (Douglas Lanier); "From Discourse in Life to Discourse in Poetry: Teaching Poems as Bakhtinian Speech Genres" (Don Bialostosky); "Teaching Deconstruction: Theory and Practice in the Undergraduate Literature Classroom" (Lois Tyson); "Reading Deconstructively in the Two-Year College Introductory Literature Classroom" (Thomas Fink); "Practicing Textual Theory and Teaching Formula Fiction" (M. H. Dunlop); "Theory as Equipment for (Postmodern) Living" (Thomas McLaughlin); "Students as Theorists: Collaborative Hypertextbooks" (James J. Sosnoski); and "Selected Further Resources for Theory and Pedagogy: A Bibliographic Essay" (James M. Cahalan and David B. Downing). A 31-page comprehensive listing of references is attached. (RS)

ED 343 119 CS 213 125

Stomfay-Stitz, Aline M.

Children's Literature Favorites: Using the Five Senses.

PUB DATE- Mar 91
NOTE- 24p.; Paper presented at the Annual Conference of the Southern Association on Children under Six (42nd, Atlanta, GA, March 13-16, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childrens Literature; *Class Activities; Cultural Context; Cultural Pluralism; Language Arts; Learning Activities; Parent Participation; Primary Education; *Reading Material Selection; *Sensory Experience
IDENTIFIERS- Cultural Content; Multisensory Modality; Trade Books

Predicated on the idea that a multicultural and multisensory classroom program based on literature can attract children's interest, this paper provides guidelines for choosing representative classics from children's literature. The paper advances two primary goals for selection and experiences for children: (1) stimulation of the creativity of young children by using the five senses--sight, taste, smell, sound, and touch; and (2) appreciation for the differences of others in a multicultural/global perspective. The paper maintains that the inclusion of these goals could help children's intellectual, social, and affective development. After describing criteria for selection, the paper discusses three favorite books: "The Poppy Seed Cakes," "Anansi, the Adventures of Spider," and "Frederick," and the first steps to integrate the multisensory and multicultural elements. A 20-item reference list is included. An appendix on instructional materials, a resource directory, and a calendar of activities for parent involvement are attached. (NKA)

ED 343 120 CS 213 187

Smith, Maggy
Reconsidering the Effects of Context on Writing: Some Social Implications for Writing.
PUB DATE- Mar 91
NOTE- 20p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Response; *College Freshmen; Discourse Analysis; *Freshman Composition; Higher Education; Interviews; *Writing Attitudes; Writing Research
IDENTIFIERS- *Writing Contexts

A study examined college freshmen management students' views about the social implications for their writing in terms of themselves as writers, the way they view their audience and their audience's reaction to their writing, and about the actual text itself. Seven self-selected students in the management class were interviewed after each of three assignments given during the course of the semester. Data were also collected by participant observation of the class and surveys, and classroom discourse analysis was examined using a schema for analyzing interactions developed by R. F. Bales. Results indicated that: (1) generally, students expressed opinions that indicated that their writing had social implications for them personally and for the others in the group; (2) over the course of the semester, the percentage of writer-based responses increased as a reason given for deleting from or elaborating upon their texts; (3) students' references to their audience decreased over time; (4) the percentage of text-based responses increased, suggesting that students became more concerned about their texts as the semester progressed; and (5) over the course of the semester, the students referred to elements of the writing context more with each interview. Findings suggest that students' writing does influence the context for which it was constructed and produced, including the students' own social roles as integral parts of that context. (Twenty-one references are attached.) (RS)

ED 343 121 CS 213 190

Mayo, Wendell

Initial Gestures: Point of View and Context in Responding to Student Writing.

PUB DATE- 21 Mar 92

NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Higher Education; *Perspective Taking; Reader Response; *Reader Text Relationship; *Student Evaluation; *Teacher Response; *Teacher Role; Teacher Student Relationship; Writing Assignments; *Writing Evaluation

IDENTIFIERS- Points of View (Writing)

The point of view that teachers use in responding to students' writing affects the kinds of dramatized presences that teacher responses create. Such presences make available a range of reading and writing roles that students may adopt or reject. For a dramatic presence to be felt by a reader, a writer must select and sustain a clear means of perception of the text, a point of view persona separate from the reader, from whose vantage point the text is viewed. In one context, a teacher may assume the role of evaluator. Criticism may come from a third person, omniscient, objective point of view ("this paper fails to support its thesis"), a second person persona ("you fail to support your thesis"), or a more personal, first person source ("I feel your paper does not support its thesis"). In another context, the teacher might take on a writerly role, and respond to student writing descriptively, from either a first, second, or third person perspective. The best teachers can possibly do is to make the presences or roles clear, and ask themselves if the roles would be as clear and useful to the teachers as writers if they were asked to negotiate them. (SG)

ED 343 122 CS 213 193

Agatucci, Cora
Writing Women in(to) the Curriculum.
PUB DATE- Nov 91
NOTE- 17p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (81st, Seattle, WA, November 22-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Autobiographies; *Females; *Feminism; Higher Education; Nontraditional Students; Self Esteem; *Sex Differences; Undergraduate Students; *Writing Instruction
IDENTIFIERS- Academic Discourse; Central Oregon Community College; *Feminist Criticism; *Feminist Scholarship; Writing Development

How can classrooms and the educational system be made more productive, humane, enabling, and equitable for all students, particularly through writings studied and produced? The values of inclusive feminist pedagogy can lead to answers. Women emerge from high school with higher grade point averages but lower self-esteem than men. Female and male teachers alike are responsible for inequitable and unconscious differences in the way they treat male and female students. Female students, particularly those who may be returning to school after undergoing life changes, are well served by teachers who encourage active learning and share classroom authority with students. Writing instruction, such as an autobiography course offered through Central Oregon Community College's Changing Directions program, has proven especially helpful in promoting confidence and writing skill. Teachers must examine what they view as good writing, because unstated assumptions, conventions, and expectations can empower or disable students and teachers alike. If they wish to move forward, educators must commit themselves to the uncharted ground of feminist pedagogy and the primary research it stimulates. (Nineteen references are attached.) (SG)

ED 343 123 CS 213 194

Rose, Shirley
Developing Literacy/Developing Gender: Constructing College Freshmen.
PUB DATE- Nov 91
NOTE- 8p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (81st, Seattle, WA, November 22-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Freshmen; Cultural Influences; Discourse Analysis; *Freshman Composition; Higher Education; *Literacy; *Personal Narratives; *Sex Role; *Student Attitudes; Student Writing Models; Writing Research
IDENTIFIERS- Writing Contexts

A project examined the ways in which college freshmen constructed a gendered cultural identity in their narratives of events during their acquisition of literacy, and the ways in which teachers constructed the gendered, literate identity of their student authors. Three female teacher-readers were asked to: (1) evaluate the quality of each of 13 student literacy narratives on a scale of 1-10; (2) predict each author's chances for successfully completing college; and (3) guess, using clues from the essays, each author's gender. The teacher-readers were asked to repeat the exercise with the same 13 student narratives 18-20 months later. Results of the project (nine hours of taped and transcribed conversations) indicated that the teachers read texts as male or female despite their claims to the contrary, and that their own literacy practices shaped and were shaped by their own gender identity. Results further identified four different stances which the teachers tried out in their attempts to negotiate the gendered roles of author/writer and authority/teacher: gender blind, gender adherence, gender suppression, and critical/reflective. (PRA)

ED 343 124 CS 213 198

Brewbaker, James M.

Challenging the Future through Young Adult Literature, Fiction Writing and Local History.

PUB DATE- Nov 91
NOTE- 56p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (81st, Seattle, WA, November 22-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academically Gifted; *Childrens Literature; Enrichment; Higher Education; High Schools; Instructional Innovation; Interdisciplinary Approach; *Local History; *Novels; Science Fiction; *Student Writing Models; *Writing Assignments
IDENTIFIERS- *Challenge Squared Program GA; Columbus College GA

Columbus (Georgia) College's Challenge Squared program consists of three 2-week enrichment day camps for gifted students in grades 5 through 10. In past years, students have worked with an artist to create local history murals and have written and produced video plays in cooperation with a media specialist. Most recently, students were involved in the reading and writing of time-warp fiction based on events from local history. In the second week of the program, students wrote the episodic novel, "Crisis at the Clock Tower," which took its name from a tower built on campus in 1991 and which contains a time capsule scheduled to be opened in the year 2058 in conjunction with the institution's centennial. The time-travel theme was reinforced with day trips to areas of regional historical interest. After students read one of four time-warp novels, local history experts from the college faculty visited the class. Next, the students devoted themselves to research into Columbus history. A computer-based writing lab simplified the writing process. Challenge Squared's use of time travel opened the eyes of talented eighth and ninth grade students to the past and to a future which they may help to shape and enabled them to think of time in novel ways. In his book, "A Brief History of Time" (1988) Stephen Hawking asked: Where does the difference between past and future come from? Why do we remember the past but not the future? Through time-warp fiction, today's students may be challenged with such questions. In time, they may find the answers. (The student-composed novel, "Crisis at the Clock Tower," is attached.) (SG)

ED 343 125 CS 213 206

Peterson, Elaine; Lou, Wei Wei

The Impact of Length on Handwritten and Wordprocessed Papers.

PUB DATE- Oct 91
NOTE- 38p.; Paper presented at the Annual Meeting of the Oregon Educational Research Association (Portland, OR, October 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Evaluation Methods; *Grade 9; *Grading; Handwriting; High Schools; *Student Evaluation; Word Processing; *Writing Assignments; Writing Research
IDENTIFIERS- *Direct Writing Assessment; *Portland School District OR

In 1989 the Portland (Oregon) Public Schools conducted a Direct Writing Assessment of approximately 6,000 students. A voluntary portion included 103 ninth graders who wrote essays on the same topic. The papers were scored twice: once in each student's handwriting and once in word-processed form. Papers were separated into short and long categories and examined for the traits of: (1) ideas and content, (2) organization; (3) voice; (4) word choice; (5) sentence fluency; and (6) conventions. Short papers were seldom rated higher than long ones. For both handwritten and word-processed papers, no short paper rated "high" in total score. In the individual traits, only 1% of papers were rated high, while 17% were rated low. Long papers received 9% high scores and 6% low scores. For individual traits in the long papers, 4% were rated low, while 18% were rated high. However, long papers did not always outscore short papers, as both received a large concentration of middle scores. Results were mixed for long handwritten and word-processed papers. Scores were comparable for most traits, with the exception of organization and conventions. For short papers, scoring patterns were similar for all six traits. It is concluded that many factors impact writing and the scoring of writing papers and more studies are needed on direct writing assessment for scores to be used wisely. (Three appendixes contain assessment data and a fourth appendix provides the analytic rating guide). (SG)

ED 343 126 CS 213 208

Spiegel, Lisa A.
Preferences of Middle School Students in Humorous Literature.
PUB DATE- 92
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Humor; Junior High Schools; Language Arts; *Literary Genres; *Literature; *Literature Appreciation; Middle Schools; Student Attitudes
IDENTIFIERS- *Middle School Students

A study examined the literature preferences of middle school students and centered around humorous literature. Four student groups of rural seventh and eighth graders (261 students) in language arts classes responded to a questionnaire about their preferences. Results indicated that middle school students were interested in reading humorous literature with subpopulations by grade level, sex, and/or achievement level showing no difference in level of humor appreciation. Results showed that humorous literature was consistently rated higher than other literature forms and was requested by students. Findings suggested that humor is an important part of development and should be included in an adolescent's course of study with such placement logically occurring in the area of language arts. (Thirteen tables are included; 31 references are attached. (PRA)

ED 343 127 CS 213 210

Johannessen, Larry R.
Enhancing Student Response to Literature: A Matter of Changing
Old Habits.
PUB DATE- Mar 92
NOTE- 14p.; Keynote speech presented at the National Council of
Teachers of English Spring Institutes: "Writing about
Literature" (Orlando, FL, March 20-21, 1992 and Columbus, OH,
April 10-11, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120),Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- High Schools; *Literature Appreciation; Novels;
*Reading Assignments; *Student Development; *Student
Motivation; Teacher Attitudes; Tests; *Thinking Skills;
*Writing Assignments
IDENTIFIERS- Literary Canon

To help improve students' ability to interpret and write about literature, teachers should get rid of old habits. The old habits include giving quizzes to make sure students read assignments, and assigning readings just because particular works are part the literary canon. Once a teacher assigns a novel and gives a quiz, everything the teacher and students do with the novel is going to be colored by the quiz habit. Students will have difficulty writing about a character, a theme, or the author's use of some literary device. If the teacher announces that there will be a composition assignment on a novel instead of an objective test, students will complain that other classes are just taking tests. To change old habits, teachers need to think about what they are doing in the classroom and why. They need to give serious thought to expanding the literary canon to include literature that is more appropriate and engaging to students. It would also be helpful to introduce literary works in ways that will prepare students for themes, issues, concepts and characters. Literature should also be connected to students' lives through writing. Such techniques can help bring literature alive for students. (Thirteen references are attached.) (SG)

ED 343 128 CS 213 211

Reimer, Kathryn Meyer
Multiethnic Literature: Holding Fast to Dreams. Technical Report No. 551.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 92
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Asian Americans; Basal Reading; Black Literature; *Childrens Literature; Cultural Awareness; Elementary Education; Hispanic American Literature; *Multicultural Education; *Stereotypes
IDENTIFIERS- *Ethnic Literature; *Multicultural Materials; Trade Books

Despite the importance of children's literature written by and about people of color, little multiethnic literature is available. However, the situation has improved somewhat. In recent years there has been a greater focus in African-American literature upon folk tales, family stories, family histories, and biographies. Still, books about the Hispanic, Asian, or Native American experience mostly have tended to be written about, not by, members of those groups. An examination of stories from trade books and basal reading programs presented on the third-grade level found no non-white main characters. No other ethnic groups were represented. A similar scarcity of multicultural content was found in former U.S. Secretary of Education William Bennett's suggested reading list and Jim Trelease's 1989 reading list. Readers from commercial publishers reflected greater diversity. The examination of multiethnic literature raises such questions as: who is writing the works; how ethnic groups are portrayed in illustrations; whether stereotypes are employed; whether separate cultures are grouped together under such labels as "Hispanic" or "Asian"; how broad an ethnic selection of reading material is presented to children; and how long multiethnic literature remains in publication. As multiethnic literature is made more available, demand for it will increase. (A list of 44 references is attached.) (SG)

ED 343 129 CS 213 212

Lalicker, William B.
Making the Wyoming Resolution a Reality: A 1992 Progress Report from Kentucky.
PUB DATE- 19 Mar 92
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Colleges; *Faculty Workload; Higher Education; Part Time Faculty; Program Evaluation; Questionnaires; Surveys; *Teacher Attitudes; *Teacher Salaries; Teaching Assistants; *Teaching Conditions; Undergraduate Study; Writing (Composition); *Writing Instruction
IDENTIFIERS- *Kentucky

Kentucky's college and university composition programs have begun to deal with the issues of equity and quality for graduate teaching assistants and part-time faculty. Survey questionnaires were sent to writing program administrators at 40 of the Commonwealth's public and private institutions. Results indicated that composition and rhetoric teaching get a high degree of respect at the institutions, at least in lip service provided by the individuals answering the surveys. However, a large diversity in the treatment of part-time faculty, especially concerning pay range, was noted. Most respondents agreed that no English faculty members should teach more than 60 writing students in a term, and that pay for part-time faculty should not be less than 75% of the compensation for comparable full-time duties. Responses revealed that per-course compensation and class size vary widely in Kentucky. It was clear that teachers at two-year colleges were doing more work for less pay in more difficult conditions. A presentation of the survey results to the Kentucky Philological Association, an English professors' group, has produced moves toward better pay, job stability, and political influence for part-time teachers. Such surveys can help provide the impetus for real improvement in composition program principles and standards. (SG)

ED 343 130 CS 213 213

Paddison, John
Autobiographical Writing and the Building of a Freshman Composition Research Community.
PUB DATE- Nov 91
NOTE- 12p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (81st, Seattle, WA, November 22-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Autobiographies; Cooperative Learning; *Freshman Composition; Higher Education; Peer Evaluation; Perspective Taking; Research Skills; Student Research; *Undergraduate Students; *Writing Assignments
IDENTIFIERS- Writing Contexts; *Writing Development

For some instructors, the use of students' own experiences has proven to be an extremely useful starting point in the college composition classroom. In a first semester freshman composition course, students wrote autobiographies in which they examined different perspectives of the many communities in which they lived. Students then used the collection of their essays in an ethnographic study of the social construction of groups and the nature of relationships. In a second semester research-based writing course, students built upon communication skills worked on during the first semester. After 2 weeks of introductory discussion of the theme and critical reading, students wrote a reflective autobiographical work concerning contemporary issues. They then participated in group discussion and collaborative evaluation of each others' papers. In subsequent assignments, students reexamined issues raised, analyzing cause and effect relationships or proposing solutions. As final projects, students took and supported informed positions on issues. Working in research teams, students were more willing to do field interviews, gather information, and share what they had learned. Finished research projects were bound for concluding class discussions. Student retention, attendance, and course evaluations were high, and participants found relevance in relating their research to their own lives. (SG)

ED 343 131 CS 213 214

Strickland, James
Computers and Composition in the Context of a Whole Language
Philosophy.
PUB DATE- 17 Mar 92
NOTE- 20p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Environment; *Computer Uses in Education; Elementary Education; *Hypermedia; Reading Writing Relationship; *Whole Language Approach; *Writing Instruction
IDENTIFIERS- Writing Contexts

A whole language philosophy can guide the use of computers to enhance the teaching of composition and provide cautions against their misuse. A whole language classroom is student-centered. When computers are introduced into a classroom, the technology tends to draw attention to itself, making the machine the center of the lessons, forcing students to learn a new vocabulary, and learn a new way of performing old tasks. In contrast, in a whole language classroom, the computer helps in the curriculum rather than shapes it. Computer-assisted instruction at one time promoted drill-for-skill programs, and recently idea-processors, spell-checkers, and style-checkers, creating on-line versions of five-paragraph essays, focusing attention on error detection. However, a whole language classroom with computers is language rich, looking at language as exciting and dynamic, a means of bringing groups together, fostering collaborative learning and communication between and among discourse communities. (An excerpt from Kathleen Strickland's article "Toward a New Philosophy of Language Learning" is attached.) (Author/RS)

ED 343 132 CS 213 215

Smagorinsky, Peter; Fly, Pamela K.
Patterns of Discourse in Small Group Discussions of Literature.
PUB DATE- 20 Apr 92
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (73rd, San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; *Concept Formation; Discourse Analysis; *Discussion (Teaching Technique); Educational Theories; High Schools; *Small Group Instruction; *Teacher Role; *Teacher Student Relationship
IDENTIFIERS- Conceptual Frameworks; Contextual Thinking; *Vygotsky (Lev S)

References to Lev Vygotsky have become fashionable in discussions of learning in the last few years. Drawing upon Vygotsky to explain small groups is speculative, as he never examined small groups. While the mechanics of small groups are important, they are only important if the overall culture of the classroom is supportive of students' effort to construct meaning independently. Research shows why small groups do not work for everyone. Four sophomore-level teachers from a large high school outside Chicago participated in a study. The teachers all taught short stories related to the theme of "coming of age." Small group discussions of the works lent support to Vygotsky's theories of the shaping power of culture on learning. The discussions reflected strongly the types of behavior fostered by the teachers in the whole class discussions. Teachers who provided a broad interpretive context for students did not appear to instill in students the ability to generate context for themselves. The teachers who were successful with small group discussions were those who prompted the students to generate conceptual context from their own experience. Accounting for the processes of small groups requires an understanding of the overall classroom culture. (Thirty-two references are attached.) (SG)

ED 343 133 CS 213 217

Ljung, Magnus
Swedish TEFL Meets Reality.
PUB DATE- 91
NOTE- 18p.; For an earlier report of this study, see ED 313 715.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Basic Vocabulary; Comparative Analysis; *English; Foreign Countries; Secondary Education; Second Languages; *Textbook Content; Textbook Evaluation; Textbook Research; *Word Frequency
IDENTIFIERS- Sweden; Text Analysis

The work reported in this paper is an offshoot of a project started in early 1986 and designed to produce a comparison between the vocabulary in the TEFL (Teaching English as a Foreign Language) texts and the vocabulary found in contemporary non-technical English writing. This study investigated the unique words and differences in frequency between shared words in two large corpora, the GYM corpus (from "gymnasium" the Swedish term for upper secondary education) and the COBUILD corpus, a huge collection of machine readable English texts collected at the University of Birmingham (England). The GYM corpus was created by converting the nearly 1.5 million words in 56 English TEFL texts used in Swedish upper secondary education into computer-readable form. The COBUILD corpus contains 18 million words used in the development of the COBUILD dictionary. Comparison of the 1000 most frequently used words in the two corpora indicated that they have 796 words in common. Comparison of the unique words indicate that: (1) words unique to the GYM corpus are concrete terms denoting physical objects and processes, physical characteristics, and emotions; and (2) words found only in the COBUILD corpus are predominantly abstract. Comparison of the words in both corpora indicated a larger number of contractions and use of third person pronouns in the GYM corpus than in the COBUILD corpus, indicating a preponderance of narrative text in the GYM corpus. Findings suggest that it is in fact possible to obtain a fair amount of information about texts merely by looking at word lists. (Seven tables of data are included; 13 references are attached.) (RS)

ED 343 134 CS 213 218

McGoldrick, Laurie
Following Written Directions.
PUB DATE- May 92
NOTE- 42p.; Requirement for M.A. degree, Kean College of New Jersey.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Educational Research; Grade 7; Grade 8; *Instructional Effectiveness; Junior High Schools; Listening Skills; Middle Schools; Notetaking; *Study Skills; Test Wiseness
IDENTIFIERS- Direct Instruction; *Directions; Middle School Students; New Jersey

A study explored the effects of direct instruction and modeling on students' ability to follow written directions. Subjects in the experimental group, 62 eighth-grade students enrolled in a suburban New Jersey middle school reasoning and study skills program, were given 22 class sessions of direct instruction and modeling for following written instructions. The control group, 26 seventh-grade students enrolled in a geography course in the same school district, completed the same pre- and posttest (examining their ability to follow written directions) as taken by subjects in the experimental group. Results indicated that instruction in following written directions produced a significant gain for the experimental sample. (Four tables of data are included; 25 references and an appendix of test score data are attached.) (RS)

ED 343 135 CS 213 219

Olson, Kerry; Johnston, Jerome

The Use of the Computer as a Writing Tool in a Kindergarten and First Grade Classroom. CIEL Pilot Year Final Report, Part 2.

PUB DATE- 25 Sep 89
NOTE- 75p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Beginning Reading; Classroom Research; *Computer Uses in Education; *Grade 1; *Kindergarten; Pilot Projects; Primary Education; *Word Processing; *Writing (Composition); Writing Instruction; Writing Research
IDENTIFIERS- *Beginning Writing; *Emergent Literacy

A study examined the pilot year of the Computers in Early Literacy (CIEL) program, a multi-year project aimed at developing and assessing various strategies for improving the literacy development of children in kindergarten and the first grade. Subjects, 25 kindergarten and 22 first-grade students in a midwestern primary school, received three personal computers for each of two classrooms. The kindergarten class used a graphics software program and a word processor, while the first grade class used only the word processor on their three computers. Data included ethnographic observations, children's written products, and systematic student assessments. The children quickly mastered the basics of the software but had problems with the "save," "load," and editing functions of the word processor. Kindergarten children: exhibited a variety of patterns of use and forms of writing; used writing patterns at the computer similar to those observed with paper and pencil; appeared to pronounce letter names more often at the computer than when composing hand-written text; enjoyed using the graphics program to insert ready-made pictures into their stories; and collaborated at the computer. First grade students: were uncomfortable with text "jumping" or moving on the screen; provided each other with some of the needed technical support; viewed, by the end of the year, the computer as just another tool similar to the pencil and crayon to be selected when appropriate; used the computer in widely different ways. (Numerous examples of students' writing, five tables of data, and two figures representing the classroom arrangement are included.) (RS)

ED 343 136 CS 213 220

Gottlieb, Stephen S.
Clear Writing in the Professions. ERIC Digest.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Audience Awareness; *Business Communication; *Content Area Writing; Higher Education; Medical Education; *Technical Writing
IDENTIFIERS- Clarity; Communication Context; ERIC Digests; *Plain English Movement; *Professional Writing; Writing Contexts

This digest presents details of some of the efforts to improve the clarity of written communication in business and the professions. The digest discusses the Plain English movement; writing in professional schools (particularly law and engineering); writing and the medical profesisons; and the public and professional writing. (18 references) (RS)

ED 343 137 CS 213 221

Campbell, JoAnn

Writing To Heal: Using Meditation in the Writing Process.

PUB DATE- Mar 92
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Restructuring; *Consciousness Raising; Higher Education; *Meditation; *Writing Apprehension; Writing Attitudes; *Writing Processes
IDENTIFIERS- *Reflective Writing; Zen Buddhism

Meditation is the practice of becoming still--training the mind to slow down. Researchers have acknowledged the "technical" relationship between meditation and writing. Meditation can become part of the writing process, particularly for those who experience writing apprehension, often expressed as procrastination or writer's block. Discursive meditation can channel inner speech in a state of heightened consciousness and self-communication that enables the writer to summon thoughts about a subject. Meditating before writing offers interesting material in often vivid detail. It also offers those who write with tension or fear a different physical experience of writing. Apprehensive writers who associate writing with academic tasks and audiences may benefit from an experience in which writing is not a goal but part of a healing process that includes meditation. Such writing is not evaluated, and may not even be read. While it seems particularly capitalistic to think of meditation as a means to an end, in Zen, the practice of meditation is all, and meditators are cautioned against becoming too attached to outcomes or insights. Anyone on a spiritual journey should combine writing and meditating, and should seek a spiritual site of composing wherever people gather to acknowledge their divinity and affirm their spiritual connection. (SG)

ED 343 138 CS 213 222

O'Donnell, Roy C.
Changes in English Teacher Certification Requirements from 1960 to 1990.

PUB DATE- Nov 91
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Curriculum Development; Educational Assessment; *Educational Change; Educational History; Elementary Secondary Education; *English Instruction; *English Teacher Education; Higher Education; *Teacher Certification; Teacher Education Programs
IDENTIFIERS- Educational Issues

Assertions that a "crisis" exists in education have been made for over a hundred years. In spite of half a century of progressive education, followed by academic reform in the 1960s, the level of performance was still viewed with alarm in the 1970s and again in 1991, upon the release of Scholastic Aptitude Test (SAT) scores. Among the arguments are that: (1) educational reform has stalled; (2) teachers neither assign enough homework nor emphasize writing; (3) children watch too much television; (4) parents fail to encourage reading; and (5) the culture undervalues academic achievement. Teacher preparation is also an area of contention. In reality, a comparison of 1960 and 1990 statistics shows that there has been an impressive increase in hours required for English teacher certification. Of 35 states examined, nearly two-thirds increased hours required by 50% or more and over a third doubled the requirement. Subject-content courses for English teachers have also increased substantially. The College Strand of the English Coalition proposes that English education should emphasize learning rather than teaching and be accompanied by courses in learning theory and adolescent development. How such changes will affect English teacher preparation and the achievement of public school students remains to be seen. (Three tables of data are included.) (SG)

ED 343 139 CS 213 223

Zhu, Wei

A Chinese Teacher's Efforts To Promote Cross-Cultural Communication.

PUB DATE- Nov 91

NOTE- 14p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (81st, Seattle, WA, November 22-27, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Classroom Communication; Cultural Awareness; Foreign Countries; *Freshman Composition; *Global Approach; Higher Education; Intercultural Communication; *Multicultural Education; *Student Attitudes; Student Research; *Teacher Student Relationship; Teaching Methods; Undergraduate Students

IDENTIFIERS- *China; Northern Arizona University

Differences in the ways in which instruction is presented in United States and Chinese classrooms underscores the need for cross-cultural communication, particularly when a teacher from one culture is working in the other. Promoting cross-cultural communication in the classroom contributes to global efforts to achieve greater understanding among people from diverse cultural backgrounds. In working toward such a goal, a Chinese-educated teacher shares with her students in Freshman Composition the experience of being educated in China and explains the Chinese educational philosophy. Departing from the authoritarian Chinese model of teaching, she invites students to take a more active role in class and discuss education. Foreign students are invited to contribute to class input by making presentations about their cultures. The teacher assigns readings on culture-related topics by authors from different cultural backgrounds. Students are encouraged to ask each other questions about their backgrounds. The presentations, readings, and discussion generate good topics for student essays. At a time when interactions among people from different cultural backgrounds are increasing, the classroom promotion of cross-cultural communication is a significant step towards achieving greater understanding among peoples. (SG)

ED 343 140 CS 213 224

Smith, Carl B.

Elementary Grammar: A Child's Resource Book. Using Your Language Series.

PUB DATE- 91

NOTE- 277p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Elementary Education; *Grammar; *Language Usage; Learning Activities; Parent Participation; Punctuation; Resource Materials; Sentences; Study Guides; Verbs

Written for children who are in the first four years of school, this handbook provides review and additional practice in language, grammar, and punctuation for students who may need such study. Younger children may need parental help in using the handbook, while older children may be able to read and understand the material for themselves. Although not intended to be an activities book, the handbook does contain some practice questions at the end of each chapter. Chapters in the handbook discuss sentences, nouns and pronouns, verbs, adjectives and adverbs, word study, writing better sentences, and punctuation. A handbook for quick reference and answers to exercises are attached. (RS)

ED 343 141 CS 213 226

Haswell, Richard H.; Tedesco, Janis E.
Gender and the Evaluation of Writing.
PUB DATE- Nov 91
NOTE- 14p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (81st, Seattle, WA, November 22-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; *Cultural Influences; Females; *Freshman Composition; Higher Education; Males; *Sex Differences; Stereotypes; *Writing Evaluation; Writing Research
IDENTIFIERS- Text Factors

A study examined the effects of gender-linked features of writing upon raters' judgments about writing quality. Sixty-four subjects were interviewed: 32 teachers and 32 freshman composition students. Subjects were asked to evaluate two essays, one written by a woman and one by a man. In interviews, the subjects were asked to: (1) offer suggestions for revision; (2) describe strong and weak features of the essay; (3) identify the one most important piece of advice they would offer to the writer; (4) rank the merit of the essay on a scale of one to five, with one being low and five high; (5) guess the gender of the writer, and identifying clues in the text that suggested gender. The writer's gender had no influence on the success rate in guessing gender, and each group's guesses were often wrong by a ratio of two to one. Both textual and nontextual clues to gender were identified. Male writers offered fewer gender clues in their essays, but tended to offer more textual than nontextual clues. Gender did influence how essays were rated. Results suggest that there is a culturally determined way of looking at gender that students and teachers bring to the evaluation process. (Four figures are included; two appendixes containing students' texts are attached.) (SG)

ED 343 142 CS 213 227

Pauwels, Anne
Non-Discriminatory Language.
PUB DATE- 91
NOTE- 87p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Foreign Countries; Guidelines; *Language Role; *Sexism in Language
IDENTIFIERS- Australia; Race Fairness; Writing Contexts

This book discusses, in non-technical terms, how language contributes to and expresses discrimination in relation to race/ethnicity, sex, and disability. It provides guidelines and practical suggestions on how to avoid discriminatory language in relation to these areas and is primarily addressed to writers, editors, and public speakers who are concerned about the issue of discriminatory language and who are in need of advice on the matter. The book's three major sections are on language and discrimination; guidelines for the use of non-discriminatory language; and writing guidelines respectively. Divided among those sections are eight chapters as follows: (1) What is discriminatory language? (2) Should discriminatory language be avoided?; (3) How to use the guidelines; (4) Discriminatory language in published texts; (5) Fair representation of racial and ethnic minorities; (6) Fair representation of the sexes; (7) Fair representation of people with disabilities; and (8) Writing guidelines for the use of non-discriminatory language. A glossary, 28 references, and a 48-item bibliography are attached. (SR)

ED 343 143 CS 213 228

Phillips, Jerry
The Oral History Curriculum Issue: A Step toward Quality Schools.
PUB DATE- Mar 92
NOTE- 15p.; Paper presented at the National Conference on Creating the Quality School (Norman, OK, April 1, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cooperation; Elementary Secondary Education; Higher Education; Interviews; *Oral History; *Peer Relationship; *Reading Instruction; Undergraduate Students; *Workshops; Writing Improvement; *Writing Instruction
IDENTIFIERS- *Collaborative Learning

Sixty-five students in an undergraduate reading class wrote narratives on literacy life experiences from oral history tapes collected from interviews. Students interviewed middle and high school-level reluctant readers. In classroom workshops, the college students brainstormed about how to conduct the interviews and write the narratives. In later class sessions, they edited their drafts. The teacher prepared field notes of workshops and submitted them to students for revision. It become clear that the workshop setting can help students learn to: (1) navigate personal boundaries through writing; (2) improve writing through the pressure of collaboration; (3) edit; (4) turn feelings into more effective writing; (5) overcome fears about writing; (6) deal with frustrations; (7) build bridges to the potential audience; and (8) reexamine their views of themselves as writers. Comments from several student writers serve to illustrate their growth through writing. Those interested in concepts about quality schools should consider incorporating collaborative oral-history narrative workshops into the curriculum. (Nineteen references are attached.) (SG)

ED 343 144   CS 213 229

Lineberry, Colleen
Senior Citizens' Personal Stories...Literacy through Narrative...Sharing the Richness of the Past.
PUB DATE- Sep 90
NOTE- 13p.; Paper presented at the Responsibilities for Literacy Conference (Pittsburgh, PA, September 15, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Journal Writing; Life Events; Memory; Nontraditional Education; *Older Adults; *Personal Narratives; Reminiscence; Social Experience; *Student Journals; Workshops; *Writing Strategies
IDENTIFIERS- Empowerment; *Life Review; Writing Contexts

Using simple writing strategies, senior citizens at an elder camp workshop collected memories in journals. In some cases, readings were used to trigger memories. The exercise enabled students to make connections between their own life experiences and the life experiences of others. Workshops encouraging participants to tell their own stories for their children, their grandchildren, and themselves encouraged members of the responsive, yet often unheard, older population to feel good about themselves. As the project developed, narrative became the vehicle for recalling and telling personal stories and for defining and understanding lives. The writers wrote about such vanishing objects as victrola needles, coal chutes, and penny candy and recollections of such brand name products as Ovaltine and 20 Mule Team Borax. During the project, the teacher learned a lot about the past, while students learned that a writer's journal can be a collector's cabinet of sketches, memories, or anything else, as well as a map of individual identity. The sharing of recollections became as important as the writing. Students felt empowered because they saw they had something to offer one another, their children, society, and themselves. The availability of such a forum for writing, reading, listening, and talking will encourage senior citizens' voices to be heard. (Twenty-three references are attached.) (SG)

ED 343 145 CS 213 230

Schunk, Dale H.; Swartz, Carl W.
Goals and Feedback during Writing Strategy Instruction with Gifted Students.
PUB DATE- Apr 92
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (73rd, San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academically Gifted; *Feedback; Grade 4; Intermediate Grades; Paragraph Composition; *Self Efficacy; *Writing Achievement; *Writing Instruction; *Writing Strategies
IDENTIFIERS- *Goal Setting

A study investigated the influence of goal setting and progress feedback on self-efficacy and writing achievement among gifted children. Thirty-three fourth graders who previously had been identified as academically gifted in language arts received writing strategy instruction over 20 sessions and were given a goal of learning to use the strategy or of writing paragraphs. Half of the strategy goal children periodically received feedback on their progress in strategy learning. Results showed that the strategy goal with progress feedback exerted the greatest impact on achievement and motivated students to apply the strategy, which increases skills and transfer. The strategy goal without progress feedback provided some benefits compared with the paragraph goal. Results indicate that providing gifted students with a goal of learning a writing strategy and giving them feedback on their progress raises achievement outcomes. (One table of data is included; 40 references are attached.) (Author/SR)

ED 343 146   CS 213 231

Phillips, Jerry
Implementing Control Theory: One Point of Light.
PUB DATE- Apr 92
NOTE- 16p.; Paper presented at the Spring Conference of the American Association of Colleges and Teacher Education/Association of Teacher Educators (Little Rock, AR, April 1-2, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; Higher Education; *Oral History; *Writing Improvement; Writing Instruction; Writing Research;

*Writing Workshops
IDENTIFIERS- *Collaborative Writing

A collaborative, oral-history, writer's workshop was held in an undergraduate college reading class. Sixty-five students each taped an interview on literacy life-experiences with a self-described reluctant reader at the middle or high school level, and wrote a narrative based on the interview. Students worked together in groups on their narratives, then worked through first drafts, editing, and polishing, and finally published a monograph of their narratives. The teacher analyzed two data sources: the monograph, and field notes written following each workshop meeting by the teacher with corrections and amplifications by students. Cognitive mapping as well as clustering and connections techniques were used to establish eight categories of student reactions to writer's workshops. Results showed that writer's workshops: (1) help students cross personal boundaries; (2) force students to take a more active interest in their product; (3) help students learn about the editing process; (4) help students search for meaning in their writing; (5) help students handle peer criticism; (6) motivate students to become more effective writers; (7) help students overcome frustrations in their writing; and (8) help students build bridges to the future. The workshop experience supported the idea that oral history writing workshops change the way students write, and change students' attitudes and feelings toward writing. Such workshops should transfer well to elementary and secondary language arts and social studies classes, and to remedial classes as well. (Twenty references are attached.) (SR)

ED 343 147 CS 213 232

Mayo, Wendell
Creative Writing and Collaborative Learning.
PUB DATE- 4 Apr 92
NOTE- 11p.; Paper presented at the Annual Spring Meeting of the Northeast Modern Language Association (Buffalo, NY, April 4, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Learning; *Creative Writing; Fiction; Higher Education; Imagination; Power Structure; *Theory Practice Relationship; *Writing Instruction; *Writing Workshops
IDENTIFIERS- Collaborative Writing; *Composition Theory

Theories of creative writing have been for the most part bound up with theories of art. Both teachers and the general public, however, are dissatisfied with such institutionalized theories. Creative writers should first look to theories of writing rather than infer them from art. Recent composition theories, both cognitive theories and those of collaborative learning, can not only inform creative writing pedagogies, but can also consistently address the theoretical concerns of creative writers. A collaborative approach to creative writing instruction can provide a reasonable theory of the imagination, address concerns about authority, and at the same time teach conventions of public forms of imaginative prose and verse. Imagination transforms experience into language, and is therefore necessarily related to the process of becoming an individual and becoming individually skilled at writing in relation to others and the world. New formulations of collaborative learning would modify the idea of joint apprenticeships in the classroom to mutual apprenticeship or peer tutoring. Collaborative learning in the creative writing classroom will help wean students from institutional dependency and teach them ways of negotiating self and art in the larger world, in ways that transform their experiences in that world into fictions they themselves can believe. (Fifteen references are attached.) (SG)

ED 343 148 CS 213 233

Johannessen, Larry R.
Fostering "Fruitful" Responses to Literature with Introductory Activities.
PUB DATE- Mar 92
NOTE- 63p.; Workshop presented at the National Council of Teachers of English Spring Institutes "Writing about Literature" (Orlando, FL, March 20-21, 1992 and Columbus, OH, April 10-11, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Activities; Learning Activities; *Literature Appreciation; *Reader Response; Reading Writing Relationship; Secondary Education; Student Motivation; Teaching Methods; Writing Assignments
IDENTIFIERS- Reading Motivation

This paper presents four introductory activities designed to help students with their reading problems, motivate them to read, and help them turn their interpretations of literature into effective compositions. The paper presents samples for each of the four activities ("Opinionnaires," Scenarios, Simulations, and Role Playing), discussions concerning implementation of the activity, and follow-up writing activities. The paper concludes that introductory activities can enliven literary study, help students learn how to interpret and write about literature, and help them become more independent learners. A 35-item bibliography and workshop activity sheets are attached. (RS)

ED 343 149 CS 213 234

Gruss, Linda C.

The Uncertainty of Word Meanings Found in Nursery Rhyme Vocabulary.

PUB DATE- May 92

NOTE- 49p.; M.A. Thesis, Kean College of New Jersey.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Adults; *Comprehension; *Context Clues; Grade 1; Primary Education; Prior Learning; Questionnaires; Reading Research; *Vocabulary

IDENTIFIERS- *Nursery Rhymes; Parent Surveys

A study examined how many of 11 key words in 4 famous Mother Goose nursery rhymes were understood by parents of first graders. The first questionnaire (designed to determine if context clues were helpful in deciphering what words meant) was returned by 37 parents in an urban school district and by 49 parents in a suburban school district. The second questionnaire (asking parents to write out the definitions if they were known) was sent to parents in two entirely different school districts. Results indicated that a large number of the parents who read these rhymes to their children had no or inadequate knowledge of key word meanings. (Three tables of data are included; 20 references and both questionnaires are attached.) (RS)

ED 343 150 CS 213 235

Zachok, Ann E.

Nursery Rhyme Vocabulary--Comprehension and Interpretation among First Grade Children.

PUB DATE- May 92
NOTE- 89p.; M.A. Thesis, Kean College of New Jersey.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Comprehension; *Context Clues; Elementary School Students; Grade 1; Primary Education; Prior Learning; Questionnaires; Reading Research; *Vocabulary
IDENTIFIERS- *Nursery Rhymes

A study examined whether first-grade children comprehended less-familiar vocabulary from four "Mother Goose" nursery rhymes and whether the children used auditory context clues and/or visual illustrations to comprehend unknown vocabulary in the nursery rhymes. Subjects, 40 children from suburban areas and 40 children from urban areas, completed a questionnaire administered individually. Results indicated that 36% of the 11 words in the questionnaire were unknown by 70% or more of the children. Results also indicated that a number of the children attempted to use the context of the rhyme and/or the illustrations to assist with their comprehension, but their understanding of these words was limited. Findings suggest that while children enjoy the rhyme and rhythm of nursery rhymes, they have incomplete or poor knowledge of their meanings. (Twenty-six tables of data are included; 29 references, the text of the 4 nursery rhymes, and the survey instrument are attached.) (RS)

ED 343 151 CS 213 236

Hindman, Jane E.
Gestures? We Don't Need Your Stinking Gestures!: Empowerment through Radical Teachers and Cultural Action for Freedom.
PUB DATE- Mar 92
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; *Educational Philosophy; Higher Education; *Power Structure; *Remedial Instruction; *Teaching Methods; *Writing Instruction
IDENTIFIERS- Academic Discourse; Bartholomae (David); *Basic Writers; Empowerment; Petrosky (Anthony R)

College writing instructors' approaches may exacerbate students' problems in adopting academic discourse style by failing to consider that for basic writers the problem of writing in the university is the problem of appropriating power through a particular way of writing. Educators cannot afford to ignore such realities. David Bartholomae and Anthony Petrosky created and implemented a curriculum designed to enable basic writing students to authorize and locate themselves in the university. However, that curriculum does not enable students to seek out actively the margins of academic discourse in the way that the curriculum intends. Furthermore, "remedial" or basic writing programs cling to decontextualized, atomistic pedagogies that disable the move to the margins that Bartholomae and Petrosky propose. The next progression from their curriculum is a course model whose subject material is discourse itself. Beginning from personal experience, students could examine the language used by their families, peer groups, or subcultures. They could examine such questions as: Who is authorized to speak in the discourse of any particular group?; or How is such authority recognized and practiced? Students could compare their theories with those of professionals. Such a model would enable students to examine the process by which educators authorize some types of discourse as "good" and de-authorize others. (SG)

ED 343 152 CS 213 237

Dale, Helen
Toward an Understanding of Collaborative Writing.

PUB DATE- Apr 92
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (73rd, San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Research; Discourse Analysis; Grade 9; *Group Dynamics; High Schools; *Writing (Composition); Writing Instruction; *Writing Processes; Writing Research
IDENTIFIERS- *Collaborative Writing

A study examined how collaborative writing groups functioned in a Madison, Wisconsin high school classroom. The class in the study was ninth-grade English "Academically Motivated" (which is neither high nor low tracked). The researcher spent the first 9-week quarter in the classroom observing, taking field notes, teaching some of the classes that related to writing, administering a questionnaire, and interviewing the students retrospectively. Students wrote three papers in their collaborative writing triads. A high-, a medium-, and a low-functioning group were identified. Discourse for the third writing assignment was coded. Results indicated that the students in the collaborative writing groups: spent a significantly greater time planning than when they wrote alone, but they did not spend much time revising; and did not engage higher order concerns such as purpose and audience as much or as explicitly as expert writers do. Results also indicated that: (1) the high-functioning group spent little time openly discussing issues of task representation or procedural issues, instead actively moving through the composing process but embedding in their planning and composing discourse both rhetorical concerns and revision; (2) students kept a flow of thought going by giving alternatives, elaborating, clarifying, and evaluating; and (3) the most effective group engaged in a significantly higher percentage of cognitive conflict than the other groups. (Six tables of data are included; 48 references, the coding scheme, and the student questionnaire are attached.) (RS)

ED 343 153 CS 213 238

Senior High English Language Arts. Teacher Resource Manual. 1991.

PUB DATE- 91
NOTE- 347p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Curriculum Guides; *English Instruction; Foreign Countries; High Schools; *Language Arts; *Learning Activities; *Secondary School Curriculum; Skill Development; Teaching Guides; Theory Practice Relationship
IDENTIFIERS- Alberta

Intended as a practical planning and instructional tool, this teacher resource manual is a support document developed to assist teachers responsible for implementing the Senior High English Language Arts Program in Alberta, Canada. The manual's five main sections are: (1) Senior High English Language Arts in Alberta: Overview; (2) Developing the Language Arts; (3) Planning for Language Arts Learning; (4) Sample Units; and (5) Issues for Language Arts Teachers. Contents within the sections provide connections to the 1982 curriculum guide, and update on current research and theory, suggested strategies for developing skills, concepts, and attitudes among the language arts strands, 39 articles by classroom teachers sharing aspects of their practices, evaluation strategies and instruments, and suggestions for program planning and implementation. The six sample units described in section 4 contain activities and reproducible masters for students. Appendixes contain up-to-date lists of all authorized Alberta Education learning resources, related documents, and other suggested professional and material resources. (SR)

ED 343 154 CS 213 239

Gentile, Claudia
Exploring New Methods for Collecting Students' School-based Writing: NAEP's 1990 Portfolio Study.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Apr 92

NOTE- 192p.; Student writing samples are largely handwritten and reproduced in colored ink.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Grade 4; Grade 8; Intermediate Grades; Junior High Schools; *Portfolios (Background Materials); Teacher Role; *Writing Achievement; *Writing Evaluation; Writing Research
IDENTIFIERS- Alternative Assessment; Childrens Writing; *National Assessment of Educational Progress; Student Centered Assessment

This report describes the procedures used to collect, describe, and evaluate school-based writing in a special pilot portfolio study conducted by the National Assessment of Educational Progress (NAEP) to explore portfolios as an alternative method of assessing students' writing achievement. The report has three main purposes: (1) to explore procedures for collecting classroom-based writing from students around the country; (2) to develop methods for describing and classifying the variety of writing submitted; and (3) to create general scoring guides that could be applied across papers written in response to a variety of prompts or activities. The report is divided into four chapters. Following an introduction, the first chapter describes the writing received from the students and information from participating teachers about the activities that generated the writing. Chapter 2 explains the procedures used to evaluate the writing students submitted as well as the results of this evaluation. Chapter 3 compares the results of the NAEP 1990 writing assessment with the analysis of participants' school-based writing samples and summarizes the lessons learned from the portfolio study. Chapter 4 contains a set of sample papers, further illustrating how the evaluative guides can be applied and presenting a sense of the range and depth of writing received from participating students. Appendixes contain information on demographic characteristics and on students' performance by process strategies. (SR)

ED 343 155 CS 213 240

Hart, Robert L.
An Investigation into the Effects of Computer Word Processing Utilization on the Writing Skills of Students at Gloucester County College.
PUB DATE- Feb 92
NOTE- 43p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- College Freshmen; Comparative Analysis; *Freshman Composition; *Instructional Effectiveness; Two Year Colleges; *Word Processing; *Writing Improvement; Writing Research; Writing Skills
IDENTIFIERS- Gloucester County College NJ

A study examined whether students who underwent training and gained experience in the use of computer word processing techniques would score significantly higher on a writing test than students who received no such training. Students in two randomly selected English Composition II classes at Gloucester County College (New Jersey) were randomly labeled as either the experimental group or as the control group. Students in the experimental group spent one class period per week for 12 weeks in the computer lab receiving instruction and gaining experience in using computer word processing. Students in the control group received no such instruction. Students in both groups were given identical writing assignments. Comparison of holistically-scored pre- and posttests indicated that a significant difference existed between the posttest mean scores of the two groups, with the experimental group scoring higher than the control group. (Two tables of data are included.) (RS)

ED 343 156 CS 213 241

Cosgrove, Cornelius
Text against Text: Counterbalancing the Hegemony of Assessment.

PUB DATE- 21 Mar 92
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Discourse Analysis; Higher Education; Statistical Inference; *Student Evaluation; Testing Problems; *Writing Evaluation
IDENTIFIERS- Academic Discourse; Academic Discourse Communities; Composition Theory

A study examined whether composition specialists can counterbalance the potential privileging of the assessment perspective, or of self-appointed interpreters of that perspective, through the study of assessment discourse as text. Fourteen assessment texts were examined, most of them journal articles and most of them featuring the common methodology of educational testers--statistical inference. Critical strategies employed were: closely examining the language in which assumptions about writing was couched; considering the scholarly authority used to support an assumption; juxtaposing an assumption made by an assessor with a representative text from the composition discourse community; analyzing the "works cited" list of a discourse; and habitually seeking definitions for those qualities or abilities assessors have set out to measure. Conclusions, admittedly impressionistic, include: (1) it is most fruitful to critically examine the assumptions about writing which inform the tests in question; (2) three of the assessment texts had no citations familiar to someone who has been reading composition literature for almost two decades; and (3) many assessors are less definite and assertive about the process of evaluating writing than composition specialists have feared. Writing teachers could be handicapped by a commitment to individual perception and a reputation for idiosyncratic grading unless composition specialists can help their audiences see the value of those traits, through an informed criticism based on a knowledge of composition theory and a familiarity with assessment texts. (Twenty references are attached.) (RS)

ED 343 157 CS 213 243

Welsch, Kathleen A.
Interrogating the Value of Student Voices.

PUB DATE- 21 Mar 92
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Discourse Analysis; Higher Education; Student Writing Models; *Textbook Content; Textbook Evaluation;

*Writing Assignments; *Writing Instruction
IDENTIFIERS- Academic Discourse; *Academic Discourse Communities; *Composition Theory

Composition pedagogy that challenges students to reflect on their participation in discourse communities reveals an attempt by teachers to balance disciplinary concerns with the realities of students' worlds. Such a pedagogy consists of students repositioning themselves in relation to the various discourses which comprise their own ways of speaking. The third and newest edition of the textbook by Sommers and McQuade, "Student Writers at Work and in the Company of Other Writers," reflects a concerted effort to define the academic discourse community as including student writers. The book presents the work of both student and professional writers as collaborative. Although less so than in prior editions, the textbook does tend to emphasize effective writing technique over promoting the development of students' own voices as writers. There is a disjuncture in the textbook's use of questions that highlight technique and discussions of what is valuable in professional writers' work. To its credit, the third edition of "Student Writers" seeks to balance student voices with professionals by pairing essays by students and professionals in order to address a particular literary technique. The book repositions student voices, foregrounding student writers as experts who have something valuable to offer the discourse community. (SG)

ED 343 158 CS 213 245

Philips, David, Ed.
The Best of SET: Writing.
PUB DATE- 92
NOTE- 121p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Class Activities; Elementary Secondary Education; Foreign Countries; Grammar; Writing Attitudes; Writing Evaluation; *Writing Improvement; *Writing Instruction; Writing Research
IDENTIFIERS- Australia; New Zealand

This collection presents 15 articles on writing, three of them new and 12 of them representing the best of the 500 articles published since 1974 in "SET: Research Information for Teachers," a twice-yearly publication by the New Zealand and Australian Councils for Educational Research aimed at teachers, students, board members, and interested parents. The articles in the collection discuss acquisition and development, teaching issues, assessment, and standards. Following a contents sheet (and corresponding to the item numbers, as listed on the contents page) the 15 articles and their authors are as follows: (2) "Writing in Schools: Introduction" (David Philips); (3) "Kids Can Write the First Week in School" (Mary Ellen Giacobbe); (4) "Spelling Genius at Work" (Richard Gentry); (5) "Six Weeks Writing in Two Secondary School Classrooms" (David Philips); (6) "Grammar" ("A Working Knowledge" by Katy Simmonds and "Does Instruction in English Grammar Improve Writing Skills?" by Warwick Elley and others); (7) "Encouraging Writing" (David Philips); (8) "Writing with Word Processors" (Ilana Snyder); (9) "Owning Your Own Writing" (David Philips); (10) "Unlocking the Great Secret" (Graeme Withers); (11) "Staging Points in Personal Narrative" (Irene Farmer and John Dixon); (12) "Evaluating Writing" (David Philips); (13) "Evaluation of the Process of Writing" (Judy Parr); (14) "Writers at Risk" (Carol Adler); (15) "Learning and Teaching Writing" (Hilary Lamb); and (16) "Taking Care of the Elements" (Claire Woods). (SR)

ED 343 159 CS 213 246

Aiex, Patrick K.

Samuel Taylor Coleridge: "Christabel" and "Frost at Midnight."

PUB DATE- 92
NOTE- 8p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College English; College Students; *English Literature; Figurative Language; Literary Styles; Literature Appreciation; Nineteenth Century Literature; *Poetry; *Poets; *Romanticism
IDENTIFIERS- Christabel; *Coleridge (Samuel Taylor); Frost at Midnight

Samuel Taylor Coleridge, one of the greatest of the Romantic-era poets, has much to say to the students of today. Throughout his life he struggled with physical and emotional illness, drug and sometimes alcohol abuse. Despite his problems, he managed to write meaningful works. Coleridge is best known for his epic poem, "The Rime of the Ancient Mariner"; however, two of his other works, "Christabel" and "Frost at Midnight," also merit attention. "Christabel," which was never finished to Coleridge's satisfaction, is the story of a father-daughter-mysterious woman triangle. "Frost at Midnight" is a short elegaic monologue to Coleridge's infant son. Both poems deal with certain aspects of the supernatural, and in both poems Coleridge proves his skill at mixing the mundane and the magical. One critic has said that Coleridge's best poetry is "occasional or fragmentary," but that it "succeeds in more modes than most poets have attempted," (I. A. Richards). (Fifteen notes are included.) (PA)

ED 343 160 CS 213 247

Walker, Lee
Kentucky Statewide Writing Program. Innovations.
PUB DATE- Jun 88
NOTE- 8p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Program Descriptions; Secondary Education; *State Programs; *Writing (Composition); *Writing Across the Curriculum; *Writing Instruction; Writing Skills
IDENTIFIERS- *Kentucky; National Writing Project; *Process Approach (Writing)

This pamphlet describes the Kentucky Statewide Writing Program, initiated in 1986 by then-Governor Martha Layne Collins and the Kentucky General Assembly to create student and teacher interest in learning to write and developing writing skills. Following an introduction to the program and background information, the pamphlet describes the four components of the program: the National Writing Project Sites; the Pilot Writing Projects; the Regional Writing Workshops; and the "Writing across the Curriculum" Conference. It concludes with discussions of program transferability to other states, evaluation, and future outlook. (RS)

ED 343 161 CS 213 248

Lemon, Hallie S.
Classroom Stories: Teachers' Use of Collaborative Learning.
PUB DATE- 21 Mar 92
NOTE- 20p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Cooperative Learning; Higher Education; *Teacher Attitudes; *Teacher Behavior; Teaching Methods; *Writing Instruction; Writing Research
IDENTIFIERS- Collaborative Writing; *Process Approach (Writing); Teacher Surveys

A 1991 survey questioned 61 teachers on the ways they were using collaborative learning to teach composition. Comparisons with a 1988 survey showed that the biggest increase was in the use of collaborative drafting strategies. Increases also occurred in focusing, prewriting, and editing, and there were slight decreases in revision and proofreading. The narratives of three teachers regarding their use of collaborative learning provides comparisons with the survey's statistics. Five suggestions for improving pedagogy include: (1) increase time spent on collaborative activities at the beginning stages of the writing process; (2) teach students the social skills necessary in groups; (3) form faculty support groups to synthesize current knowledge and exchange successful strategies; (4) directly address student resistance to group work; and (5) do not sacrifice groups' processing activities to cover more content. (Three tables of data are included; 21 references, 4 tables of data, and a list of the concerns and advantages of collaborative learning are attached.) (Author/RS)

ED 343 162 CS 213 250

Flammia, Madelyn
Real Projects/Real Audiences/Real Headaches: Collaboration in a Technical Publications Course.
PUB DATE- Mar 91
NOTE- 32p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Content; Course Descriptions; *Desktop Publishing; *Education Work Relationship; Experiential Learning; Higher Education; Instructional Innovation; Student Needs; Student Projects; *Technical Writing
IDENTIFIERS- Murray State University KY

Technical writing programs housed in geographically isolated universities face great challenges in regard to getting students career-related work experience. A course in desktop publishing can provide students at rural schools with experience equivalent to internships. In a desktop publishing course taught at Murray State University in Kentucky, in addition to learning principles of layout and design, students faced many challenges like those that will confront them in a workplace. They worked on projects that entailed real financial constraints and deadlines, and they were required to modify their work after receiving reviews from several different individuals. In addition to providing students with experience, the course provided benefits to the university in terms of service and public relations. (Twenty-four references are attached.) (Author/SR)

ED 343 163 CS 213 251

Dunn, Patricia

First Steps: New Faculty, New Writing across the Curriculum Program.

PUB DATE- Mar 92
NOTE- 8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Committees; *Curriculum Development; Faculty Development; Higher Education; *Interdisciplinary Approach; *Writing Across the Curriculum
IDENTIFIERS- Academic Community

The chair of a newly-formed Committee on Writing, whose charge it was to define writing-intensive courses and make recommendations on a college-wide writing program, was forced to examine her own beliefs and priorities about language and learning. The committee had at least one member from each academic division, met weekly during the semester, and communicated during the week through memos, shared readings, and informal conversations. Even as the committee members read about foundering or defunct writing-across-the-curriculum (WAC) programs, it soon became clear that the committee itself was a living example of the deep philosophical differences that had haunted pioneering WAC programs. Despite their differences, committee members did share common purposes, including the desire to improve writing and learning, to make students' experiences more productive, and to help students become more self-reflective writers and more critical thinkers. A confrontational approach to disagreements can be destructive of what could be challenging and productive relationships between people in diverse fields with diverse views. (RS)

ED 343 164 CS 213 252

Hutchison, Laurie S.
An Integrated Writing Approach for Teaching Descriptive Paragraphs to Third Grade Students.
PUB DATE- Feb 92
NOTE- 59p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Computer Assisted Instruction; *Descriptive Writing; Grade 3; *Paragraph Composition; Primary Education; Writing Improvement; *Writing Instruction; *Writing Skills
IDENTIFIERS- Process Approach (Writing)

A practicum used an integrated writing approach to improve 28 third-graders' ability to write descriptive paragraphs. The program consisted of two strategies: a process approach and a step-by-step approach. Success was measured by comparing the statistics of a pretest and a posttest and through observation, computer generated worksheets, and computer assisted instruction. Results indicated that 85% of the students could write a descriptive paragraph by the end of the 12-week implementation period. Students in the target group demonstrated positive changes in their daily writings and were motivated to use the computer to improve that writing. (Twenty-six references are included. Nine appendixes contain worksheets, bulletin board signs, and a descriptive words test.) (SR)

ED 343 165 CS 213 256

Vazquez, John D.

Implementation of Integrated Skills Reinforcement Teaching and Learning Strategies in the Social Sciences, Behavioral Sciences and Puerto Rican and Latin-American Studies Courses.

PUB DATE- Mar 92

NOTE- 24p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Content Area Reading; *Content Area Writing; Course Descriptions; Higher Education; Learning Strategies; *Nontraditional Students; Teaching Methods

IDENTIFIERS- City University of New York NYC Technical Coll; *Integrated Skills Reinforcement; Nonnative Speakers

The Integrated Skills Reinforcement (ISR) technique, developed by faculty at La Guardia Community College in New York City, is a student-centered teaching and learning model which can facilitate learning for non-traditional, non-native (frequently underprepared) students. It aims to develop and integrate students' basic skills into course content, while introducing the specific subject matter of the course. During the fall 1989 semester at New York City Technical College, a class in Elements of Sociology implemented ISR strategies. A Learning and Teacher's Guide was developed to facilitate the learning and teaching of sociology and psychology. Students gave oral presentations, engaged in collaborative learning activities, and produced brief writing tasks, ongoing short narratives in a narrative log, and two essays. A Student's Learning Guide illustrated the strategies for using sociological and psychological terms and developing college level vocabulary. An ongoing anecdotal log documented students' reactions, while a clinical journal kept by the teacher recorded classroom activities and observations. Students found the learning guide and the ISR strategies helpful, and made the most significant improvements in vocabulary development and confidence in speaking. The ISR model lends itself to all content areas because of its structure, organization, and flexibility. (Fifteen references are attached.) (SR)

ED 343 166 CS 507 732

Fung, Catherine L.
Side by Side Professionally and Personally.
PUB DATE- Oct 91

NOTE- 9p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (40th, Montreal, Canada, October 15-18, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Classroom Communication; Classroom Environment; Cultural Context; Higher Education; Sex Differences; Sexual Identity; Student Needs; *Teacher Student Relationship
IDENTIFIERS- *Communication Context; Communicator Style; Gender Schema Theory

Cues signal something that is about to happen; "self-cues" connote and denote the whole amalgamation of thinking-feeling-speaking-acting and attitude-ideal-priority-value. According to D. J. Bem's gender schema theory (1) a child has an innate cognitive process and has his/her own strategy to self-categorize himself/herself as male or female; and (2) he/she also learns by observing models and strives for that which his/her sociocultural context happens to deem desirable. The path for those concerned with education is to take up the responsibility of spinning the webs of language, not only those that narrate the male's self-cues, but also those that narrate the female's own indigenous, feminine self-cues: caring and nurturing. When teachers interact with students, they must center on the student and take pleasure in altruistic giving. This manner of giving social perception makes a difference in the student's learning environment. (NKA)

ED 343 167 CS 507 738

Weaver-Lariscy, Ruth Ann; And Others
Women in Higher Education Public Relations: An Inkling of Change?
PUB DATE- Oct 91
NOTE- 19p.; Revised version of a paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991). Based on research conducted by Duane D. Sweep in partial fulfillment of requirements for the M.A. degree, University of Georgia.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Colleges; Educational Research; Higher Education; National Surveys; Organizational Climate; *Public Relations; *Sex Differences
IDENTIFIERS- Administrator Behavior; Communication Patterns; Professional Concerns

A national survey of 371 public relations officers in four-year colleges and universities examined environmental constraints, style of research, and certain personal characteristics to determine if they differentiate between female and male practitioners. First, with regard to constraints, it was found that female public relations officers were most likely to occupy the "conscience of the organization" role, whereas their male counterparts characterized a "dominant insider" position. A second important finding was that no differences in uses or style of research were found by gender. While this is encouraging, it is apparent that there remain environmental constraints--notably administrator expectations--that need to be addressed and that colleges and universities are not practicing, in their public relations offices, what they are teaching in their classrooms. (Three tables of data are included; 17 references are attached.) (Author/RS)

ED 343 168 CS 507 739

Bollier, David

Electronic Media Regulation and the First Amendment: A Perspective for the Future. Report of a Conference of the Aspen Institute's Program on Communications and Society (Queenstown, Maryland, June 3-5, 1990). Forum Report #14.

SPONS. AGENCY- John and Mary R. Markle Foundation, New York, N.Y.

PUB DATE- 91

NOTE- 29p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Federal Regulation; Freedom of Speech; *Futures (of Society); Government Role; Information Sources; *Mass Media; Public Policy

IDENTIFIERS- *Electronic Media; *First Amendment; Media Government Relationship

Suggesting future lines of inquiry for policymakers and others, this report attempts to distill the essential points of discussion and debate that occurred during a conference on electronic media regulation and the first amendment attended by 21 experts representing legislative, regulatory, business, judicial, academic, audience, and media interests. Sections of the report discuss: coping with the "paradigm" shift in communications; the old paradigms and how they work; broadcasting and scarcity: the Geller critique; reactions to Geller and alternative paradigms; the hybrid first amendment rights of cable television; is common carriage incompatible with the first amendment?; proposed theories of the first amendment in the era of electronic media; reactions to the 10 theories of the first amendment; and the question whether a single theory of the first amendment can embrace both print and electronic media? A partial list of referenced cases, a list of conference participants, and the Program on Communications and Society policy statement are attached. (RS)

ED 343 169 CS 507 744

Harrison, Frank
The American Debate Association: An Evaluation of Rules for Academic Debate.
PUB DATE- Oct 91
NOTE- 12p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Principles; College Students; *Debate; Higher Education; *Judges; *Persuasive Discourse; *Public Speaking
IDENTIFIERS- *American Debate Association; *Debate Tournaments

Many of the American Debate Association (ADA) rules merely codify conventions which are almost universally practiced in ADA tournaments. Among them are such standards as who is eligible to debate and judge, what shall be debated and for how long, and restrictions on ballot submissions. Other rules come under the general heading of "which speech" rules that codify conventions for specific kinds of arguments. There are two content-based rules, one designating topicality as a voting issue, the other restricting counterargument to one non-topical counterplan. Three rules distinguish ADA tournaments from other debates. One requires the random assignment of judges to debate rounds. A second rule bars judges from revealing decisions until preliminary rounds conclude. To emphasize the oral nature of debate, a third rule limits judges' ability to read materials upon which arguments are based. Policy debate has decreased drastically in recent years. ADA debate has been successful because of its consensus on rules. In reviewing its rulemaking, the ADA should accept Learned Hand's argument for judicial review in a constitutional system: that it is "proper to engraft upon the text such provisions as are necessary to prevent the failure of the undertaking." (One attachment containing standing rules of tournament procedure is appended.) (SG)

ED 343 170 CS 507 745

Gobetz, Robert H.; Scott, David K.

A Wolf in Sheep's Clothing: Message Legitimacy for Establishment Movements.

PUB DATE- 4 Apr 92
NOTE- 21p.; Paper presented at the Annual Sooner Communication Conference (Norman, OK, April 4, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; *Communication Research; *Rhetorical Criticism; *Rhetorical Invention; *Rhetorical Theory
IDENTIFIERS- American Motorcyclist Association; Counter Culture; *Message Legitmacy; National Highway Traffic Safety Administration; *Rhetorical Strategies; Social Movements; Zarefsky (David)

In recent years, movement theorists have examined how rhetorical movements acquire legitimacy from established orders. The focus of past research has been the rhetorical dilemma of noninstitutional movements seeking recognition. David Zarefsky conceptualized establishment social movements as being rhetorically indistinguishable from noninstitutional movements. Zarefsky's conceptualization can be used to argue that establishment movements must also establish rhetorical legitimacy. Furthermore, a detailed case study is offered of the efforts of the National Highway Traffic Safety Administration to establish mandatory motorcycle safety legislation by interacting with the American Motorcyclist Association. This demonstrates that any establishment movement that targets counterculture groups faces the rhetorical dilemma of establishing institutional rhetorical legitimacy, and must develop a rhetorical strategy, such as the use of an out-group vehicle. The paper notes that the discussion of how legitimacy gaining strategies are employed by establishment movements targeting out-groups opens a new area of research for rhetorical scholars. One appendix, "The Pro-Rider Code of Ethics," is attached. (PRA)

ED 343 171 CS 507 746

Metallinos, Nikos
Applied Television Aesthetics in Education.
PUB DATE- Apr 91
NOTE- 18p.; Paper presented at the Annual Meeting of the Broadcast Education Association (Las Vegas, NV, April 13-15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aesthetic Values; *Audience Response, *Educational Technology; *Educational Television; Foreign Countries; Higher Education
IDENTIFIERS- *Television Aesthetics; *Television Criticism

Television aesthetics is the study of the compositional principles pertinent to the television medium in which basic elements of the television picture such as light, color, framing, space, time, motion, editing, sound, etc. are examined in relation to the finished product, the television program. The major areas covered by television aesthetics are perception, cognition, and composition. Any analysis of the content or message of educational television programs should consider criteria concerning the content or message, the medium or form, and the impact or effect on the audience. Although these criteria help to describe and analyze the programs as educational television formats, they do not reveal much about the artistic value, the aesthetics of the particular program. Television aesthetics can show the perceptual, cognitive, and compositional factors that unify, harmonize, and balance the visual and auditory elements into an aesthetically pleasing program. When used systematically, these aesthetic principles of television directly improve the quality of educational programs. The understanding and application of the aesthetic principles governing the medium of television--as established by the field of television aesthetics--will result in the development of more progressive, artistic, challenging, and sophisticated educational programs and, in the long run, will improve the field of educational technology. (A diagram of the steps in an aesthetic analysis of educational television programs and 33 references are attached.) (PRA)

ED 343 172 CS 507 747

Metallinos, Mike
Perceptual Factors in the Study of Television Aesthetics.
PUB DATE- 91
NOTE- 37p.; Best available copy.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Aesthetic Values; *Cognitive Processes; Cybernetics; Foreign Countries; Literature Reviews; *Perception; Physiology; Psychology; *Television Research; *Television Viewing
IDENTIFIERS- *Television Aesthetics

Knowledge of the processes involved in visual and auditory perception, as well as basic understanding of the mechanisms employed by the human brain in transforming perceptions into cognitions are prerequisites for the study of television aesthetics. Numerous scientific studies now found in such diversified fields as perceptual psychology, neurophysiology, experimental psychology, cybernetics, and communication confirm how fundamentally important perception is to the study of the structure of television images. This, in turn, is of great significance for the study of the field of television aeshetics. The paper: (1) reviews the most appropriate sources in the literature of visual and auditory perception as they relate to television aesthetics; (2) examines the predominant visual, auditory, and kinetic (motion) factors involved in structuring television images; and (3) discusses the role of perception in the development of television pictures with aesthetic merit. The paper concludes that an attempt to bridge the gap between scientific research on perception-related variables and artistic experiments in the visual communication media is long overdue and that extra efforts should be made toward that goal. (Seventy-seven references are attached.) (Author/SG)

ED 343 173 CS 507 749

Martinson, Jay
High School Principals and Students: Negotiating Deviant Behavior through Politeness.
PUB DATE- Oct 91

NOTE- 34p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Effectiveness; *Assistant Principals; Communication Research; *Discipline; *Discourse Analysis; Educational Environment; High Schools; High School Students; *Principals; *Student Behavior
IDENTIFIERS- *Communication Behavior; *Communication Strategies; Deviance; Illinois (Central); Politeness; School Culture; Student Administrator Relationship

A study examined natural dialogue between high school disciplinarians (principals, deans, assistant principals) and students in disciplinary situations. Four disciplinarians (two men and two women--two assistant principals, one principal, and one dean) representing three schools in central Illinois audiotaped as few or as many complete dialogues with students as they felt comfortable doing. Tape recorders were within sight of the students. Of the 45 dialogues generated, 12 were transcribed in their entirety. Portions of three other dialogues were transcribed, and the rest of the 45 dialogues were played and reviewed. Each utterance was analyzed using P. Brown and S. C. Levinson's politeness strategies in order to determine the utterance's function in the negotiating process. Results indicated that, without exception, the disciplinarians made attempts to minimize the threat associated with acceptance of deviant behavior as a face-threatening situation. Results also indicated that students played a vital role in the degree to which the disciplinarian incorporated politeness strategies: cooperative students received more off-record strategies and more positive-face redress, while uncooperative students tended to receive more coercive utterances along with less indirectness and positive-face redress. An epilogue discusses issues raised in one of the dialogues in which a female, minority student interacted with a white school administrator. (Portions of the transcripts are included; 20 references and a list of politeness strategies are attached.) (RS)

ED 343 174 CS 507 750

Uchida, Aki

Gender Politics: A Review of Journals and Feminist Scholarship.

PUB DATE- Oct 91
NOTE- 40p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; *Cultural Context; *Feminism; Higher Education; Literature Reviews; Research Methodology; *Sex Differences; *Womens Studies
IDENTIFIERS- *Feminist Criticism; *Feminist Scholarship; Research Suggestions

A 1983 bibliography on sex, language, and communication included many studies from the communication literature as well as from psychology, linguistics, sociology, and many other fields. It appeared at the time that the number of studies on the subject was beginning to increase. Reviewers have noted the increasing growth of gender and communication research in the communication field. This paper describes a research project which analyzed what types of studies dealing with gender have been published in major communications journals in the past five years. The analysis determined that such articles tended to be reports of quantitative studies focusing on sex differences in isolated variables of speech. Such studies tend to take sex as a main predictor variable in order to document its effect on the criterion variable, their aim being to generalize from the specific to the universal. Increasing numbers of works, mostly done by feminists, have appeared raising consciousness of the masculine bias in the traditional, positivist paradigm of scientific research. For those doing research on gender and communication from a feminist perspective, women's communication must be studied in terms of how it constructs not only gender, but also their cultural, racial, and social identity and their interaction with gender. (One appendix containing 83 references is attached.) (SG)

ED 343 175 CS 507 751

Proctor, Russell F., II

Teaching Group Communication with Feature Films.

PUB DATE- 1 Nov 91
NOTE- 12p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Communication (Thought Transfer); *Films; *Group Behavior; *Group Dynamics; Higher Education; Mass Media Use; Persuasive Discourse; Teaching Methods
IDENTIFIERS- Breakfast Club (The); *Communication Strategies; Twelve Angry Men

While a number of feature films can be used in group-process instruction, "Twelve Angry Men" and "The Breakfast Club" are particularly valuable for analyzing group communication patterns and strategies. "Twelve Angry Men" demonstrates that persuasion in groups can take place through a variety of methods. Exercises based on the film can raise issues such as: critical thinking (by both the jury and the students); ethics in persuasion; tasks and maintenance roles in group process; bases of power; defensive communication; and principles of argumentation and debate. "The Breakfast Club" provides the group cohesion that results from the characters' self-disclosure and provides the climate for the characters to adopt new roles. Essay questions can address questions raised by the film. By assigning more than one movie, or by showing several segments, instructors can use feature films to expose their students to a variety of groups in action. (One table listing 15 feature films suitable for instruction in group communication is included; 18 references and handouts describing classroom exercises for "Twelve Angry Men" are attached.) (RS)

ED 343 176 CS 507 752

Warren, Ron
Integrating Curricula, Teachers, and Instructional Video.
PUB DATE- Oct 91
NOTE- 51p.; Paper presented at the Annual Meeting of the Speech
Communication Association (77th, Atlanta, GA, October 31-
November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
Papers, "Papers Presented at..." (150),Test, Questionnaires,
Evaluation Instruments (160)
DESCRIPTORS- *Educational Television; High Schools; *Mass Media
Use; Questionnaires; *Teacher Attitudes; *Technological
Advancement; Television Research; *Television Viewing
IDENTIFIERS- Colorado; Teacher Surveys

A survey examined: (1) the needs classroom teachers seek to fill with instructional video; (2) the design features best suited to meeting those needs; and (3) whether current productions possess such features and meet such needs. Ninety-seven instructors (out of 275) from eight Colorado high schools responded to the survey. Initial attitudes toward video's ability to teach students were positive. The teachers expected high ability students to use the technology in seeking learning, while average and low ability learners were seen as "entertainment seekers." Most respondents indicated a desire to use video to show real-life applications of classroom topics. They also rated the medium's ability to teach actual skills as a primary condition for its instructional use. Interestingly, while teachers ranked content organization and lesson design as more important than production features, they expressed more satisfaction with production features than the other two characteristics. Overall, teachers showed a mistrust of the medium's use for non-traditional purposes. Further research should examine teacher's views on video's ability to capture attention and teach, and the needs and use patterns of video by teachers of various subjects. Increasing teacher control over video may help students become as "media literate" as they are "computer literate." Thirteen tables of data and the survey questionnaire are appended. (58 references) (SG)

ED 343 177 CS 507 753

Keyton, Joann
Breaking Up Is Hard To Do.
PUB DATE- Nov 91
NOTE- 35p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; Group Activities; *Group Dynamics; *Interpersonal Relationship; *Organizational Communication; *Organizational Development; Research Needs; Work Environment
IDENTIFIERS- Communication Behavior; *Group Attitudes; *Group Theory; Organizational Culture

One aspect of organizational work groups has been ignored by both group and organizational communication researchers. The concluding period or termination of an organizational work group is disregarded while research focuses on the assignment, development, and maintenance of groups. In the organizational context, how work groups process the conclusion of their task and the personal and professional relationships developed in the group are important to examine and understand. Given that an organization's members are continually assigned and recycled to various work groups, task forces, and production teams, lessons learned in one group can be passed on to the next. In addition, organizational members leaving a group context must operate within the closely defined sphere of the organization, and may have to work again with the other group members or with people who know them. Dissolving groups should have the opportunity to reflect both upon the work they have achieved and the relationships that may have developed within the group. Future research should examine how a work group communicates in the termination phase and how the group termination affects its members and the overall organization. (Thirty-nine references are attached.) (Author/SG)

ED 343 178 CS 507 754

Hugenberg, Lawrence W., Ed.
Basic Communication Course Annual. Volume 3.
PUB DATE- Jun 91
NOTE- 306p.; For volumes 1 and 2, see ED 327 905-906.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Collected Works - General (020)
DESCRIPTORS- Communication Research; *Course Content; Course Descriptions; *Course Organization; Higher Education; *Introductory Courses; *Speech Communication; *Teaching Methods
IDENTIFIERS- *Speech Communication Education

This volume of an annual collection of essays relating to instruction in the basic communication course is presented in five sections: (1) Six Approaches to the Introductory Course: A Forum; (2) 1990 Basic Course Committee Award Winning Papers; (3) Instruction in the Introductory Communication Course; (4) Research on the Introductory Communication Course; and (5) Seminar on the Issues in the Introductory Course in Speech Communication. Papers in the collection include: "The Introductory Communication Course: The Public Speaking Approach" (Rudolph F. Verderber); "The Introductory Communication Course: The Hybrid Approach" (Judy C. Pearson and Richard West); "Small Group Communication as an Introductory Course" (John L. Brilhart); "Introductory Communication Theory: Not Another Skills Course" (William C. Donaghy); "The Interpersonal Communication Course" (Joseph A. DeVito); "The Business and Professional Speaking Course" (Lawrence W. Hugenberg and others); "The Introductory Communication Course: Results of a National Survey" (Douglas M. Trank and Pat Lewis); "Logic and Emotion, Persuasion and Argumentation: 'Good Reasons' as an Educational Synthesis" (Warren Sandmann); "Instructional Communication Strategies for Adapting to a Multicultural Introductory Course" (Charles A. Braithwaite and Dawn O. Braithwaite); "The R3A3 Processing System for Experiential Learning in the Classroom" (Pamela L. Gray); "Reading Our Own Speech Critiques as Texts that Reveal Educational Goals, Instructional Roles, and Communicative Functions" (Jo Sprague); "Classroom Interventions for Reducing Public Speaking Anxiety" (Michael R. Neer and W. Faye Kirchner); "Measurement of Communication Motivation in Public Speaking: An Exploratory Study and Scale Development Based on Expectancy Theory" (Edwin J. Dawson and Donald D. Yoder); "Models for Graduate Teaching Assistant (GTA) Training: The 'Real,' the 'Necessary,' and the 'Ideal'" (Nancy L. Buerkel-Rothfuss and Pamela L. Gray); and "Summary of the Issues Discussed during the Seminar on the Introductory Course in Speech Communication" (Lawrence W. Hugenberg and Donald D. Yoder). (SR)

ED 343 179 CS 507 756

Yau, Maria
Drama: Its Potential as a Teaching and Learning Tool.
PUB DATE- Mar 92
NOTE- 6p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Information Analyses/State-of-the-art Materials (070),Collected Works - Serials (022)
DESCRIPTORS- *Affective Behavior; *Cognitive Ability; Educational Research; Elementary Secondary Education; *Language Acquisition; Learning Strategies; Teaching Methods; *Theater Arts
IDENTIFIERS- *Drama in Education; Ontario

This research article and literature review is intended to arouse teachers' interest in the possibility of using drama as a supplementary instructional tool for enhancing their teaching as well as their students' learning. It maintains that educational drama can make students more engaged in their learning, render learning more purposeful for students, and foster cooperative attitudes among students. The article discusses: (1) how drama can be a powerful medium for enhancing students' language development especially in the areas of oral communication, reading, and writing; (2) how it affects cognitive abilities; and (3) how it enhances affective growth through promoting self-confidence, social skills, and increased empathy. The article concludes by briefly discussing ways in which educational drama also benefits teachers. A list of 23 references is attached. (SR)

ED 343 180 CS 507 757

Bradbury, David E., Jr.; Felsenthal, Norman A.
What Do We Know about the Audience for Cable Television? A Uses and Gratifications Analysis of Cable Decliners, Basic Cable Subscribers, and Pay Cable Subscribers.
PUB DATE- 2 Nov 91
NOTE- 19p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991). Research partially funded by Viacom Cable and by the Graduate School of Temple University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; *Audience Analysis; *Cable Television; Factor Analysis; *Mass Media Use; Media Research; Questionnaires; *Television Viewing
IDENTIFIERS- Research Suggestions; Uses and Gratifications Research

How do cable television subscribers differ from those who choose not to subscribe to cable? A study employed the uses and gratification paradigm to construct a questionnaire that solicited data from 600 television households in the Dayton, Ohio market. The sample was stratified to assure that one-third of the households had cable available but chose not to subscribe, one-third subscribed to basic cable but not to pay cable, and the remaining third subscribed to both basic and pay cable. Factor analysis, analysis of variance, and discriminate analysis were used to analyze the data. Results indicated that there were differences among the groups with regard to program choices, media usage patterns, and gratification derived from television viewing as well as demographic and lifestyle variations. Future research should consider viewing motivation typology, further refinement of the subscriber type models, and replication with geographically divergent populations. (One chart is included; 13 references are attached.) (Author/RS)

ED 343 181 CS 507 759

Brenders, David A.
Perceived Control as Enthymeme: Implications for Strategic Communication.
PUB DATE- Nov 91
NOTE- 32p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; Conflict; Interaction; *Interpersonal Communication; *Interpersonal Competence; *Locus of Control; Physician Patient Relationship; Power Structure; Social Influences
IDENTIFIERS- *Enthymeme

Perceived control is becoming an increasingly popular topic in the literature of communication. Intriguing evidence exists to suggest that the key to understanding the role of locus of control in the interpersonal encounter lies in appreciating the enthymematic nature of human interaction and the role of perceived control in this enthymematic process. A literature review examines evidence for the enthymematic hypothesis in studies in the areas of classroom power, social influence, interpersonal conflict, interaction style, and the doctor-patient encounter, as well as in research from the perspective of learned helplessness concerning explanatory style. The enthymematic perspective of control beliefs both links control beliefs with communicative decision making and ties therapeutic or strategic change to the long tradition of rhetoric or persuasion. Taken together, the studies reviewed offer intriguing evidence of the essentially rhetorical nature of strategic or therapeutic communication, and provide a basis for a "meaning-centered" integration between psychology and communication study. (Contains 66 references.) (Author/SG)

ED 343 182 CS 507 760

Novek, Eleanor M.

No Pitiful Stories: Looking at the Relationship between Adult Literacy Programs and Empowerment.

PUB DATE- Oct 91
NOTE- 18p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Adult Literacy; *Adult Programs; *Attitude Change; Educational Research; Interviews; *Literacy Education; *Student Motivation
IDENTIFIERS- Communication Context; *Empowerment

When people seek to augment their reading and writing skills through participation in adult literacy programs, what do they expect to happen? An examination of brochures promoting adult literacy programs both nationally and in Philadelphia indicates that the programs promote adult literacy instruction as empowering learners and rescuing them from unemployment and a poor quality of life. In interviews with 13 adult learners, the learners expressed the belief that literacy would give them more control over their daily lives. Some respondents viewed literacy primarily as a strategy for social acceptance and economic success. Several expected immediate advancement from a few months of participation in literacy programs. Discussions with 5 focus groups and 12 adult learners netted comments about the enablement, self-determination, and power that came from literacy. Respondents discussed increased self-esteem, the conquering of shyness, or the satisfaction of a task completed. Some participants saw literacy as a skill necessary for survival, not just transformation. One complained that the literacy programs chose learners they could portray as victims as representatives to conferences. Instead, it appears that adult learners' self-determination (a kind of empowerment) leads to their participation in literacy programs, rather than the reverse. (Forty-two references are attached.) (SG)

ED 343 183 CS 507 761

Yoder, Sharon Logsdon

Woman Under Fire: An Executive's News Coverage and the White Male and Female Systems.

PUB DATE- 31 Oct 91

NOTE- 13p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- Content Analysis; *Discourse Analysis; *Language Role; Mass Media Role; Media Research; Models; *News Reporting; Public Relations; Qualitative Research; Research Methodology; *Sex Bias; Sex Differences

IDENTIFIERS- *Media Coverage; University of Missouri Columbia

A qualitative study explored the potential for using a male and female systems model (identified as the White Male System and the Female System by Anne Wilson Schaef) to analyze the news coverage of a woman executive mired in controversy. The female chancellor of the University of Missouri-Columbia was engaged in a public controversy concerning a multi-million dollar reallocation plan. Source quotations, or author quotations, of 212 news articles, editorials, and letters to the editor were perused for references to the chancellor and the reallocation plan. Results indicated that the chancellor's statements were predominantly Female-System based and those of the critics (both male and female) were predominantly White-Male-System based. Findings suggest that public relations practitioners should be aware of the existence of the varying systems and how they can be manifested in public discourse so that reporters and editors can be educated about the seemingly hidden realities being presented by their coverage and selection of sources. (RS)

ED 343 184 CS 507 766

Flores, Norma Landa

Meeting the Challenge of Improving the Oral Communications of At-Risk Latino Students.
PUB DATE- Oct 91
NOTE- 7p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991). Best available copy.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Communication Apprehension; *Communication Problems; Cultural Awareness; Elementary Secondary Education; *High Risk Students; *Hispanic Americans; *Speech Communication; Student Needs; Teacher Role
IDENTIFIERS- California Speech Communication Association; *Nonnative Speakers

Speech communication teachers of Latino students and non-native speakers of English experience problems in accomodating these students in mainstream monolingual-monocultural classrooms. Earlier research about these students shows that they have low perceptions of their communication competence, and high communication apprehension when speaking English if they come from a Spanish-speaking ethnic environment. The dearth of bilingual or minority teachers has caused an inequitable teaching climate in which Latinos are not being extended the opportunity to acquire the communication competencies that they need to assimilate into the dominant culture's social, learning, and working mainstream. A practical solution seems to be the one recommended by the California Speech Communication Association (CSCA). Their plan takes a collaborative culturally diverse training package approach to be developed in two stages. The first stage deals with validation of claims made by teachers of Latino students that they are using correct methodology but that skill enhancement is needed. Also, development of a standardized ESL testing battery is encouraged. The second stage deals with training CSCA members and outside individuals to be multicultural trainers. These people would then train others, and establish a network of multiculturally-aware teachers at all important locations. (PA)

ED 343 185 CS 507 769

Ray, Rebecca L.
Ethical Issues in the Consulting Context--Ethics in Presentation Skills Training.
PUB DATE- 2 Nov 91
NOTE- 7p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Responsibility; Communication Skills; *Consultants; *Consultation Programs; *Ethics; *Professional Development; *Professional Training
IDENTIFIERS- *Business Ethics; *Consultant Role

In light of the huge volume of headline news stories that reflect ethical concerns from a variety of arenas, it is no wonder that ethics training is a hot topic. Research shows that many leading United States companies have written codes of ethics and/or instituted formal ethics training programs. In this paper, certain principles that have become guidelines for one consultant's practice are described. The principles provide, among other things, that: training will not be conducted if it is not needed; a session will not be canceled because of a promise of more money from another source seeking the service; more than can be delivered will not be promised; and each session will be tailored to a specific client or industry. Experience with presentation skills training demonstrates that the consultant should not hold sessions in a format or time period that is inadequate, and should try to change the mindset of a client who insists on an abbreviated format. An assignment should be rejected if it would require association with a poor training session. If the client's motivation in engaging the consultant appears to be questionable, the consultant should not undertake the project. (SG)

Netzhammer, Emile C.
AIDS Information in Children's Television Programs.
PUB DATE- 3 Nov 91
NOTE- 34p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Childrens Television; Health Promotion; High School Students; Information Sources; *Mass Media Role; *Preadolescents; Programing (Broadcast); Public Health; *Rhetorical Criticism; Television Research
IDENTIFIERS- Controversial Topics; *Health Communication; *Television Criticism

A study analyzed the potential rhetorical impact of AIDS-related television programming directed at preadolescents. The four programs selected for the study were all submitted in the children's television category of the Peabody Awards competition for the 1987-1988 season. They are (1) an episode of the PBS children's documentary series "3-2-1 Contact" entitled "I Have AIDS: A Teenager's Story"; (2) "An Enemy among Us," a CBS production; (3) "Just a Regular Kid: An AIDS Story," produced as an after-school special; and (4) "Ready To Go!" a Boston talk show for children. The analysis found similarities within the programs. All of the AIDS victims profiled were white, male teenagers, shown as healthy, highly active high school students. No character was represented as visibly sick, dying, or dead, and the seriousness of the disease was deemphasized. None of the AIDS victims in the programs was gay or an intravenous drug user. AIDS experts were portrayed similarly in the programs, generally only as doctors. Transmission of the disease was discussed simply and gently. Each program promoted prosocial attitudes toward people with AIDS. The research leads to the conclusion that the patterns established in television programs have important implications for children's understanding of AIDS. Seventeen references are attached. (SG)

ED 343 187 CS 507 772

Ross, Susan M.; Donnellan, LaRae M.

Consensus Falsely Presumed: An Organizational Culture Approach to Defining the Research Productivity of Agricultural College Faculty.

PUB DATE- 31 Oct 91

NOTE- 22p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College Faculty; *Definitions; Educational Research; *Faculty College Relationship; Higher Education; Language Role; *Organizational Climate; *Productivity

IDENTIFIERS- *Faculty Research; *Organizational Culture

Although universities require that their faculty be "productive," a study suggests that definitions of research productivity vary, depending on the respondent's position within the university hierarchy. Definitions of productivity employ different metaphorical descriptions, constructs, statements of fact, and practice. University administrators and the deans, department chairs, and faculty at a college of agriculture at a northeastern university agree that the "ideal" productive scientist: (1) is self-directed; (2) does research that answers important questions; (3) communicates results in all appropriate ways; and (4) is recognized by the scientific community and by others he or she serves. However, the respondents differ in how productivity should be measured. University administrators tend to emphasize the importance of a national reputation and publication in refereed journals, while college deans, department chairs, and faculty tend to support a variety of outputs and practices. Efforts to measure research productivity must address the fact that there may be an "assumed but not actualized consensus" as to what constitutes productivity. But simply identifying different definitions of productivity is not enough; administrators and faculty must negotiate an acceptable definition, complete with institutional support, rewards, and sanctions. (A list of 25 references is attached.) (Author/SG)

ED 343 188 CS 507 774

Smith-Howell, Deborah

Presidents as Symbols: An Investigation of John F. Kennedy's, Lyndon B. Johnson's, and Ronald Reagan's Use of Presidential Allusions.

PUB DATE- Nov 91
NOTE- 29p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991). Best available copy.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Political Influences; *Presidents of the United States; *Public Speaking; *Rhetoric; *Social Values; *Symbolism
IDENTIFIERS- Johnson (Lyndon Baines); Kennedy (John F); Political Rhetoric; *Presidential Messages; Reagan (Ronald)

This paper presents an examination of United States presidents' names as symbols. In developing the analysis, the paper: (1) reviews multiple perspectives which suggest that allusions to past presidents (such as Thomas Jefferson, Abraham Lincoln, or Franklin Roosevelt) are significant political symbols; (2) discusses how allusions to past presidents function in specific situations such as ceremonies and political rallies; and (3) briefly explores the presidencies of John F. Kennedy, Lyndon Johnson, and Ronald Reagan via presidential allusions. The paper observes that for each of the three men, allusions to other presidents occurred most frequently in ceremonial situations, and may have reflected attempts to shape societal values by providing a symbol of praiseworthy action. The paper concludes that the study adds one more layer of detail for understanding the presidency as well as American political culture. Sixty-four endnotes are included. (Author/SG)

ED 343 189 CS 507 775

Pohl, Gayle M.
Anxiety and Message-Induced Persuasion: A Meta-analytical Approach.
PUB DATE- Nov 91
NOTE- 32p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Anxiety; *Communication Research; Meta Analysis; *Persuasive Discourse; Research Needs
IDENTIFIERS- Communication Strategies; *Persuasive Strategies

Using learning theory approaches and definitions of persuasion generated from learning theorists, a study examined the effects of anxiety on message-induced persuasion by using meta-analytic techniques to quantitatively assess the effect of anxiety manipulation in persuasive situations. Studies used in the meta-analysis were similar in context and intention in that they examined anxiety and persuasive communication, and they obtained a measure of the effects produced. The studies were subjected to combined testing procedures to calculate effect sizes and consequently, determine the statistical significance of the results across categories of studies. Two hypotheses were proposed and supported. The meta-analysis revealed that anxiety can increase the effect of persuasive messages and persuasive messages can alter the level of receiver anxiety. Results indicate an overall positive effect for the anxiety manipulations in persuasive situations. Anxiety was found to produce a small but consistent effect. An r=.19 level of generalizability across categories was found. Future research should include an increased use of meta-analytical procedures, increased use of anxiety as a persuasive effect, closer examination of control within subject variances, experimental environment effects, and interactions of different experimental messages, and an increased use of standardized variables. Two figures and 7 tables are included; a list of 91 references is attached. (Author/SG)

ED 343 190 CS 507 777

Spicer, Karin-Leigh
The Application of Critical Thinking Skills in the Public Relations Curriculum.
PUB DATE- Nov 91
NOTE- 12p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; *Critical Thinking; Higher Education; Learning Activities; Organizational Communication; Persuasive Discourse; Publicity; *Public Relations; Textbooks; Thinking Skills
IDENTIFIERS- Active Learning

Public relations (PR) research on the teaching of critical thinking shows that PR practitioners must possess the communications skills and social sensitivity necessary to help organizations adapt to their environments. PR students must learn to think critically and to take an active role in learning. Practice in questioning educators' and researchers' conclusions will give PR students the opportunity to transfer critical thinking skills to functional communication situations. Possible critical thinking development exercises include having students: (1) decide which of a series of news releases, brochures, or annual reports are better written, more creative, etc.; (2) analyze PR approaches within campaigns; (3) locate examples of unethical PR materials; (4) explain the role of PR in society; and (5) develop a PR campaign for a dummy corporation. In using PR textbooks, the teacher should encourage students to ask questions about what they read, seek sources of information, examine solutions and suggestions, question their own beliefs, evaluate research findings, and question definitions. Students should be rewarded for trying to improve their thinking skills. (SG)

ED 343 191 CS 507 779

Kearney, Patricia; And Others
What Students Don't Like about What Teachers Say and Do.
PUB DATE- Nov 91
NOTE- 44p.; Revised version of a paper presented at the Annual
  Meeting of the Speech Communication Association (77th, Atlanta,
  GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
  (150)
DESCRIPTORS- *Behavior Problems; *Classroom Communication;
  *Classroom Environment; Classroom Research; Factor Analysis;
  Higher Education; *Student Evaluation of Teacher Performance;
  Student Reaction; *Teacher Behavior; Teacher Characteristics;
  *Teacher Student Relationship; Undergraduate Students
IDENTIFIERS- *Communication Behavior; Communication Patterns

To change the way classroom discipline and student discipline are examined, a two-study investigation, rather than focusing on student noncompliance and other types of student misbehaviors, examined teachers themselves as potential sources of instructional and/or motivational problems in the college classroom. The first study was designed to elicit inductively college student reports of teacher misbehaviors. Participants were 254 undergraduates at a large Western university who were enrolled in two sections of a course on interpersonal communication. Responses to an open-ended questionnaire indicated 28 different categories of teacher misbehaviors. The second study was structured to validate the obtained categories of teacher misbehavior types and to determine whether or not a conceptually meaningful factor structure underlies the categories. Even though most students (subjects were 261 undergraduates enrolled in introductory communication classes at a large Western university) reported that the teachers referenced for this study infrequently engaged in each misbehavior type, a representative number of other teachers did. Importantly, the full range of frequencies was obtained across all 28 categories. Results were further collaborated with qualitative data. Factor analyses and factor matching procedures revealed that the teacher misbehavior categories could be both meaningfully and reliably reduced to three factors: teacher incompetence, offensiveness, and indolence. Recommendations include that teachers examine the list of 28 behavior categories in light of their own classroom behaviors. (Four tables of data and 24 references are included.) (SG)

ED 343 192 CS 507 782

Skow, Lisa M.

Intercultural Training through Global Education: An Alternative to Media Images of Africa.

PUB DATE- Oct 91

NOTE- 38p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- Cultural Images; Foreign Countries; Global Approach; Grade 6; Intermediate Grades; *Multicultural Education

IDENTIFIERS- *Africa; California (South); *Global Education

Growing out of the belief that children need to acquire tools that will help them understand and interact with people from different cultures, a study examined the effect of a global education unit about Africa on the images of Africa held by sixth grade students, specifically investigating whether such instruction would reduce existing stereotypes and enhance children's general knowledge of Africa. Subjects were 51 fifth- and sixth-grade students at two elementary schools in southern California. A pretest, two cultural assignments, and a posttest were administered to the test and control groups over a 4.5 month period. The test classroom received a cultural unit on Africa at the beginning of the research study. Results showed that students' perceptions of Africa became less stereotypical, more diverse, and more positive, partially as a result of the cultural unit on Africa. Results also showed that cultural assignments illustrated a gradual change in children's images of Africa formed over the same period. (Two figures and three tables of data are included; 35 references are attached.) (SR)

ED 343 193 CS 507 784

McCann, Donna C.
Improving Effective Communication between the School and Home through the Publication of a Student-Generated Newspaper

Utilizing Modern Computer Technology.

PUB DATE- Jan 92
NOTE- 60p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Computer Uses in Education; Elementary Education; *Parent School Relationship; *School Newspapers; Student Participation; *Student Publications; Summer Programs
IDENTIFIERS- Student Led Activities

A practicum project was designed to improve effective communication between parents and a private school summer program by publishing a student-generated school newspaper. A pre-questionnaire concerning the effectiveness of communication between the home and school was distributed to the parents of the 54 students enrolled in an 8-week summer program held at a private K-8 school. The seven sections of the first issue of the newspaper (entitled "On Your Mark") were pinpointed based on the results of the questionnaire and conversations with teachers. The firt issue of "On Your Mark" appeared in the fourth week of the program and included material from students and teachers. Students' responsibilities and contribution grew in subsequent issues of the newspaper: the fourth volume was produced entirely by the students through the culmination of classroom instructional time in computer technology and newspaper publication. A post-questionnaire was sent to parents in the last week of the program. Results from the questionnaires indicated that: (1) 94% of the parents felt aware of upcoming school events at the end of the program; (2) 95% of the parents felt informed of their children's project; and (3) the students demonstrated the ability to format, organize, and publish a school newspaper using computer technology. (Survey instruments, all four issues of "On Your Mark," two mnemonic devices, and two tables of data are attached.) (RS)

ED 343 194 EA 022 883

Magnet Schools: Promoting Equal Opportunity and Quality Education.

PUB DATE- Oct 89
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Government Publications; *Magnet Schools; *Nontraditional Education; *School Desegregation; *School Effectiveness

While adhering to state standards for the core curriculum required for graduation, magnet schools offer innovative, specialized instructional approaches to attract students of all socioeconomic, ethnic, and racial backgrounds. While the magnet programs vary in design, scope, and outcome, they share important objectives: (1) to promote educational excellence; (2) to promote equality of educational opportunity; and (3) to promote student and parental choices. Magnet schools have gained importance in efforts aimed at preventing, eliminating, or reducing racial isolation in elementary and secondary schools. This paper provides brief descriptions of magnet school programs for elementary, intermediate, and high schools, and lists accomplishments of magnet programs in education and in the community. The Department of Education funded two studies to measure the effectiveness of the programs. Both studies had positive results in that the magnet programs promoted both district and school desegregation. A brief discussion of financial support for magnet schools is followed by a list of magnet curricular themes and learning environments supported under the magnet schools assistance program. A list of U.S. Department of Education Office for Civil Rights regional civil rights offices is attached. (LAP)

ED 343 195 EA 023 232

Ross, John A.; Regan, Ellen M.

Antecedent Conditions Affecting Learning in an In-Service Program for Consultants.

SPONS. AGENCY- Ontario Dept. of Education, Toronto.
PUB DATE- Apr 91
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Consultants; Elementary Secondary Education; *Inservice Education; *Institutional Characteristics; Learning; *Learning Readiness; *Personality Traits; Professional Development; Psychological Characteristics

To examine the impact that personal characteristics and institutional variables have on what school district consultants learn during an inservice program that addresses the specific skills required by their role, 35 consultants from Ontario, Canada who were engaged in an 8-month professional program were administered a pre- and post-interview. Questionnaires measured the following: (1) consultants' previous experience and training for the role; (2) teachers' sense of efficacy; and (3) consultants' views on how they should spend their time on such tasks as curriculum development, administrative duties, and assisting teachers. Findings indicated that personal characteristics such as beliefs in efficacy predicted consultant learning and suggested that a motivational factor was at work that encouraged participants who aspired to broader influence in their districts. There was less evidence in support of the impact of institutional variables, largely because of the lack of variability between districts included in the study. Six tables and two figures are provided to help illustrate data analysis. (33 references) (EJS)

ED 343 196 EA 023 592

Conley, David T.
Some Emerging Trends in School Restructuring. ERIC Digest, Number 67.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; Parent Participation; *Participative Decision Making; *School Restructuring; Teacher Responsibility
IDENTIFIERS- ERIC Digests

The vision of school restructuring seems to be taking shape. New themes and patterns in curriculum, instruction, and assessment have begun to emerge in American schools. A new focus on social issues and practical application opens the doors to more community and parent involvement. Teaching strategies are becoming more congruent with the needs, capabilities, and motivations of the learner. Technology is taking a larger role in education, as it provides an interface with sources outside the school, a support for basic skills, and a support for creativity. A new role for teachers and administrators is also evolving and changing to suit specific schools and programs. (12 references) (LAP)

ED 343 197 EA 023 611

An ACCESS Printout on School Based Improvement and Effective Schools: A Perfect Match for Bottom-Up Reform.

SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, Mich.; New World Foundation, New York, N.Y.
PUB DATE- Feb 91
NOTE- 91p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Community Involvement; *Educational Improvement; *Effective Schools Research; Elementary Secondary Education; *Parent Participation; *School Based Management; *School Effectiveness
IDENTIFIERS- *Dade County Public Schools FL

School-based management and improvement, supported by parent and community involvement, offer the most promising route to lasting reform in the public schools. Following an extensive introduction (part I) outlining school-based management and improvement concepts, the effective schools connection, the Dade County (Florida) experience, and 10 common pitfalls, this publication presents a 4-part annotated bibliography of effective-schools and school-based management literature. The effective-schools sections (parts II and III) contain 12 magazine and journal articles and 14 reports, studies, and books by various experts, including Beverly Anderson, James Garvin, Daniel Levine, Lawrence Lezotte, Stewart Purkey, Bruce Wilson, and others. The school-based management sections (parts IV and V) contain 20 magazine and journal articles and 21 reports, studies, and books by organizations and individual authors. Each bibliographic entry contains the source, a summary, and ordering information. Part VI lists organizations to contact for further information, and part VII describes three audiovisual resources and ordering information. The last section lists four relevant newsletters and their addresses. (MLH)

ED 343 198 EA 023 622

Soranno, Kimberly A.; Schmitt, Donna M.
The Sources of Administrative Training in the Preparation of Building Level Administrators.
PUB DATE- Oct 91
NOTE- 30p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Baltimore, MD, October 25-27, 1991).

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Characteristics; *Administrator Role; *Career Development; Elementary Secondary Education; Graduate Study; Higher Education; *Leadership Training; *Principals; *Sex Differences
IDENTIFIERS- *Michigan

Administrators draw on prior experiences when negotiating, implementing new curricula, and resolving conflicts. This study attempted to determine whether building level administrators included graduate study, union leadership roles, coaching experiences, and school committee leadership as part of their career development prior to assuming educational leadership roles. The study also investigated possible male-female differences, such as total number of years as teachers and/or administrators, training choices, and ratings of administrative preparation experiences. A field-tested questionnaire was sent to 218 randomly selected elementary, junior high, and high school principals in southeastern Michigan districts with a school population between 2,400 and 30,000 students. Responses were received from 190 (87 percent) of the total group, including 128 male principals (67 percent) and 62 females (33 percent). Findings showed that female principals, compared with males, enter their roles with more teaching experience and more school committee leadership experience as teachers, but with less experience in other work-related settings that might enhance and hone their leadership skills, such as noneducation union membership and athletic coaching. The women surveyed moved out of their teaching districts to obtain their administrative positions and spent fewer years as administrators. The men were more likely to be principals where they had taught and to have been in administrative roles longer. All respondents attached a high degree of importance to advanced degree work. Appendices contain a sample questionnaire and summary data tables. (13 references) (MLH)

ED 343 199 EA 023 631

Madden, H. D.; And Others

Teacher Absences: Are There Implications for Educational Restructuring?

PUB DATE- Nov 91
NOTE- 19p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Lexington, KY, November 13-15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Costs; *Educational Policy; Fringe Benefits; *Influences; Job Satisfaction; *School Restructuring; Secondary Education; *Teacher Attendance; Teaching Conditions
IDENTIFIERS- *South Carolina

The issue of teacher absenteeism has become an increasingly important topic in educational policy, as teachers have gained generous sick day and personal leave benefits. The financial cost of teacher absenteeism is also problematic. In one national survey, the combined costs of absent teachers and substitutes came to $2 billion yearly. The literature reviewed for this study was limited to reasons for teacher absences, financial cost, suggestions for reducing absences, and effects of absences on student achievement. Additionally, the correlation between teacher attendance and student achievement was explored by analyzing data (teacher attendance and school incentive award winner status) from the 191 secondary schools in South Carolina for 3 school years, using an unpaired t-test and chi-square. A significant correlation at the .05 level of certainty was found in only one year (1987-88) for the data. The statistical result at this level of certainty was that secondary schools receiving an incentive award over the past 3 years cannot directly attribute their awards to higher rates of teacher attendance. Although the hypothesis was not verified, the data did list a higher teacher attendance rate for winning schools than for losing ones. Data tables are included. (11 references) (MLH)

ED 343 200 EA 023 645

Title, David

Pension Portability in the Northeastern States. A Policy Brief Prepared for the Steering Committee of the Northeast Common Market Project.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Faculty Mobility; *Interstate Programs; *Policy Formation; *Retirement Benefits; *Teacher Employment Benefits
IDENTIFIERS- *Pension Portability; Policy Research; *United States (Northeast)

To facilitate teacher mobility in the Northeast, barriers to interstate movement must be lessened. Presently, teachers are restricted from transferring pension assets across state lines; they can lose up to 40 percent of their retirement benefits, can usually transfer only part of their years of service, and may be financially unable to "buy in" years of service even when allowed. This policy brief recommends that the seven Northeastern states consider passing legislation (similar to Rhode Island's) allowing full and equitable pension portability. This system would simplify buy-in regulations, end transferring teachers' financial losses, increase teacher mobility and school districts' hiring choices, and complement the Northeast Regional Credential. The program would involve no administrative cost and would minimally affect state retirement systems' financial assets. Teachers from New York, Connecticut, and Maine could easily attain their full number of years when transferring within the region. Teachers from Massachusetts and Rhode Island would still face a reduction in years of service upon transferring to half the states in the region, and teachers from Vermont and New Hampshire would face a similar reduction upon transferring to nearly all the states. However, teachers in all states would maintain their full pension assets when crossing state lines. An appendix indicates how estimated salaries, contribution rates, and accrued pension assets were derived. (MLH)

ED 343 201 EA 023 669

Clune, William H.; And Others
Changes in High School Course-Taking, 1982-88: A Study of Transcript Data from Selected Schools and States. CPRE Research Report Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 91
NOTE- 91p.; For Appendix E, "High School Transcript Data Tables," on which this report is based, see EA 023 723.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Records; *Course Selection (Students); Excellence in Education; *Graduation Requirements; High Schools; *High School Seniors; Low Achievement

A major goal of state education reforms in the 1980s was to increase the number of courses students were required to complete for graduation. This document provides quantitative transcript data from high schools enrolling mostly lower achieving students in the 1980s. At 3 points in time, random samples of approximately 25 transcripts of graduating seniors were collected from 4 states (California, Florida, Missouri, and Pennsylvania). An increase in the number of courses taken by the students did not seem to reflect an increase in academic achievement. At the end of the decade, the graduates of lower achieving, heavily urban schools did not reach the averages in their states or the nation of the percent of students enrolled in college preparatory courses. The effect from increasing state requirements for graduation (an increase in the number of courses required) is mixed and ambiguous. The strongest case for a reform effect was in science. Substantial change in science and in other subjects, however, also occurred prior to reform. This may indicate a genuine reform movement rather than a single powerful policy instrument. Four appendices include: (1) state requirements; (2) characteristics of samples; (3) technical notes on coding; and (4) course classifications. (29 references) (LAP)

ED 343 202 EA 023 674

The Cost of Excellence: Federal Education Funding.
PUB DATE- Jun 91
NOTE- 41p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Costs; Economic Change; *Educational Equity (Finance); *Education Work Relationship; Elementary Secondary Education; *Excellence in Education; *Federal Aid; *Financial Problems; Futures (of Society); Higher Education
IDENTIFIERS- National Education Goals 1990

A decade-long federal disinvestment in public education has hurt the quality of education and the quality of life for millions of American youth. The nation's economic and social conditions reflect the damage wreaked by this neglect. Recent years have seen increasingly troubled schoolchildren, crumbling school infrastructure, teacher attrition, and inadequate textbook and equipment budgets. The United States' commitment to provide educational opportunity must be adequate and consistent if the nation is to thrive. The limited federal resources available for developmental preschool education, bilingual education, programs for learning or physically disabled students, and postsecondary student aid force local school officials to make difficult decisions regarding who is served. This report argues for a reversal of federal financial neglect of education, highlighting states' growing inability to foot the education bill, and presenting charts that estimate the cost of providing adequate resources to serve all eligible students in needs-based programs. Funding charts showing state apportionments are included for Chapter 1 compensatory education programs, education block grants, impact aid, bilingual education, disabilities education, vocational education, adult education, mathematics and science teacher education, Pell grants for postsecondary student aid, school lunch child nutrition programs, and the supplemental feeding program for women, infants, and children. (MLH)

ED 343 203 EA 023 685

Huberman, Michael

Linking the Practitioner and Researcher Communities for School Improvement.

PUB DATE- Jan 92

NOTE- 31p.; Keynote Address at the International Congress for School Effectiveness and Improvement (Victoria, British Columbia, Canada, January 1992).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- College School Cooperation; *Diffusion (Communication); *Educational Improvement; Elementary Secondary Education; Higher Education; Information Dissemination; *Research and Development; Research and Development Centers; *Research Utilization; *Theory Practice Relationship; Vocational Education

To talk about the dissemination of research is to talk about the relationship between theory and practice. A body of empirical and conceptual knowledge has accumulated in an area known as the dissemination and utilization of scientific knowledge. Researchers and practitioners will interact at two points: as the knowledge base is transferred, and as practitioners communicate their needs to researchers. This paper centers on the dynamics regulating the process of transfer of knowledge from research centers to schools and teachers. A robust finding in the research utilization literature is that when researchers have used an approach to the dissemination of their results characterized as "sustained interactivity," the impact of the study on users and user organizations is pronounced. Basically, sustained interactivity involves multiple exchanges between researchers and potential users of that research at different phases of the study. To illustrate the dynamics of sustained interactivity on users and researchers, a recent vocational training research program in Switzerland, called "Education et Vie active," is described. (5 figures) (22 references) (MLF)

ED 343 204 EA 023 686

Sabatella, Joseph Paul
Using Teacher Perceptions as a Fulcrum for School Improvement:
The New York State Effective Schools Process.
PUB DATE- Jan 92
NOTE- 31p.; Paper presented at the Annual Meeting of the International Congress for School Effectiveness and Improvement (Victoria, British Columbia, Canada, January 1992).

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Educational Improvement; *Educational Policy; Elementary Secondary Education; *Public Education; *School Effectiveness; Surveys; *Teacher Response
IDENTIFIERS- *New York

This study investigated 140 New York State public elementary and secondary schools to determine the extent to which teacher perceptions of effective schools correlates as determined by the New York State Education Department are associated with student achievement, when student background variables are used as controls. The State Education Department hypothesizes that if teachers could become more accurate perceivers of their schools' reality, then that accurate perception would, by itself, compel action to improve student achievement. The study considers only the truth value of the hypothesis. Results found no relationship between the correlates as measured by the New York State Survey and student achievement above predictions based on student background. Also, teacher perceptions considered as an aggregate assessment of environmental conditions do not reflect how an individual in a school perceives, understands, or responds to his or her school organization's reality. Teachers see the school as a workplace for themselves; they care about their practice and believe in its efficacy. Teachers in schools serving any and all kinds of students can maintain beliefs about themselves that are independent of student performance. Using the New York State Survey of Teacher Perceptions of School Programs as a fulcrum for school improvement is an unproductive policy direction. (MLH)

ED 343 205 EA 023 700

Chambliss, William J.
Trading Textbooks for Prison Cells.
PUB DATE- Jun 91
NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Budgeting; *Crime; Elementary Secondary Education; *Expenditures; Federal Government; Financial Problems; *Law Enforcement; Municipalities; *Public Education; *Resource Allocation; Retrenchment; State Government
IDENTIFIERS- Counties; *Criminal Justice; *Priorities

During the past 20 years, public expenditures on criminal justice have risen astronomically and disproportionately to expenditures for other services. For the first time in American history, cities are spending more on law enforcement than on education. Although the federal government has cut its education contribution by 25 percent (in real dollars) in the last decade, federal spending for criminal justice has increased by 29 percent. Despite fierce competition for city, county, and state funds, the allocation of resources to the police, jails, and courts is rarely questioned. State expenditures on corrections (prison construction, maintenance, and parole) nearly doubled in the past 10 years. As shown in recidivism statistics dating from the 19th century, the criminal justice system has failed to cope with the problem of crime. Meanwhile, cities are forced to lay off teachers, cut public employee salaries, and reduce expenditures in every category except law enforcement. The crime rate (except for homicide) has remained relatively constant since the 1970s. Also, imprisonment has failed to reduce crime for over two centuries. A Michigan Head Start study demonstrated education's efficacy as a diversionary technique for reducing criminality. Reducing crime and violence will require a shift of priorities toward early education, drug rehabilitation, housing, and a safety net for families. Included are 16 tables and 21 endnotes. (MLH)

ED 343 206 EA 023 703

Tyree, Alexander K., Jr.
The Potential Strength of State Curriculum Control Systems: Four Case studies.
SPONS. AGENCY- National Science Foundation, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 91
NOTE- 191p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Curriculum; Curriculum Research; Educational Assessment; *Educational Policy; Educational Testing; Graduation Requirements; High Schools; Information Systems; Media Selection; Public Schools; *State Curriculum Guides; *State School District Relationship; *State Standards; Teacher Certification
IDENTIFIERS- California; Florida; New York; Texas

Characteristics related to the potential strength of state curriculum control policies in California, Florida, New York, and Texas are described in this report. Each of these states has recently strengthened its influence over the high school curriculum. This report examines the strength of the state policies that: (1) define the high school curriculum; (2) address student graduation course requirements; (3) test student knowledge of the curriculum; (4) address teacher certification and staff development; (5) evaluate the quality of schools; (6) create information management systems bearing on the quality of education; (7) control the selection of educational materials; and (8) press for greater control of the curriculum in other unique ways. State policies are examined in terms of consistency, prescriptiveness, authority, and power. Consistency describes both the internal consistency of a particular policy and the external consistency among different state policies. Prescriptiveness is defined as the specificity and extensiveness of a policy in directing teaching decisions. Authority is based on law, expertise, social norms or support from charismatic individuals, or some combination of these. Power stems from rewards and sanctions. Information contained in the case studies comes from documents provided by each state and interviews with state officials. (9 references) (MLF)

ED 343 207 EA 023 706

Educational Choice. A Background Paper.
PUB DATE- Sep 91
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Competition; *Educational Equity (Finance); Educational Vouchers; Elementary Secondary Education; Equal Education; Free Enterprise System; *Low Income Groups;

*Minority Groups; *Parent Participation; Private School Aid; Privatization; *Public Education; *School Choice

This paper addresses school choice, one proposal to address parental involvement concerns, focusing on historical background, definitions, rationale for advocating choice, implementation strategies, and implications for minorities and low-income families. In the past, transfer payment programs such as tuition tax credits and vouchers were advocated to pay for students whose parents elected to send them to private or parochial schools. Redefining such transfers as scholarships may sound less offensive, but the outcome (privatization of education) is still the same. Choice proponents predicate their advocacy primarily on the concepts of empowerment and improvement. Although marketplace adherents Chubb and Moe advocate abolishing school boards, Dennis Evans questions the wisdom of entrusting educational decision-making to corporate boardrooms. The National Education Association supports choice at the local level, while the ASCD believes the real question is how to equalize opportunities for choice. Recent studies indicate that school choice programs could foster a new, improved sorting machine that concentrates scarce resources on high-achieving student and limits options for poor and minority students. Many planning, financial, structural, and legal problems must be addressed, along with the multitiered school systems resulting from choice. Important questions and principals to guide choice plan considerations are provided. Choice by itself is no panacea for systemic or sustained educational reform. (MLH)

ED 343 208 EA 023 710

Bratt, S. J.
The Administrator's Role in Participatory Curriculum Development.
PUB DATE- Jul 91
NOTE- 17p.; Paper presented at the Biennial Meeting of the International Council on Educational Leadership (Shanghai, China, July 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; *Change Agents; *Curriculum Development; Elementary Secondary Education; *Group Dynamics; *Participative Decision Making; *Planning
IDENTIFIERS- *Curriculum Management

Effective curriculum implementation depends on how closely the teacher's beliefs, knowledge, and skills match curricular philosophy and demands. Curriculum designers should be a group of teachers who will be implementing the plan for learning. Astute administrative guidance is the key to ensuring a quality product. The administrator's role is as master planner, facilitator, and guide; administrator responsibilities include initiating and nurturing the process. Initial administrative tasks include reviewing relevant literature and gathering, selecting, organizing, and disseminating information about assumptions; philosophy; curriculum models and documents; national, state, and institutional goal statements; trends; and future projections of social, economic, and environmental conditions. The administrator facilitates individual and interactive processes such as nominal group methods, brainstorming, roundtable discussion, debate, and cooperative learning strategies to ensure a product reflecting current research and participants' expertise and beliefs. The administrator uses various interactive strategies to guide participants through the master plan design process and through development of a curriculum model, belief statements, program goals, unit and lesson plans, assessment, and revision. The administrator also facilitates and guides the processes of generating ideas and selecting, reviewing, revising, and reaching consensus. Besides producing a quality curriculum, an expertly guided process helps participants grow professionally, promotes internalization of group beliefs, and encourages the sharing of knowledge and strategies. (MLH)

ED 343 209 EA 023 711

Thomas, Anne Hill
Alternatives to Retention: If Flunking Doesn't Work, What Does?
PUB DATE- Feb 92
NOTE- 50p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academic Failure; Accountability; *Board of Education Policy; Cost Effectiveness; Dropout Rate; Early Intervention; Educationally Disadvantaged; Educational Practices; Elementary Secondary Education; *Grade Repetition; *High Risk Students; Reading Ability; Research Problems; School Effectiveness; School Statistics; Self Esteem; Student Characteristics
IDENTIFIERS- *Oregon; Social Promotion

This bulletin examines some questions that arise when children are not ready for promotion: Should they be retained? Who decides? Are there alternatives to retention? What is the effect of retention on the student? Despite research limitations, those who examine the studies on grade repetition say they show that grade retention does not have a positive effect either on academic achievement or on personal adjustment, and it is also expensive. Potential solutions being examined in schools are the following: (1) prevention programs to ensure the mastery of reading and mathematics; (2) when early intervention is not enough--assumptions to be reexamined; and (3) alternatives to retention, such as partial promotion to a "half-step" grade. A number of specific programs are briefly described. Seven Oregon school districts were contacted to determine their policies and practices concerning promotion and retention. Most of those interviewed say they focus more on prevention than on retention; consequently, the number of retained students is not considerable. School systems throughout the United States are beginning to question the practice of retention and to discuss the policy and administrative implications of such a change. The appendix contains sample policies concerning promotion and retention that are available from the Oregon School Boards Association and the National Association of School Psychologists. Appended is a 28-item bibliography and a list of the 11 persons interviewed. (MLF)

ED 343 210   EA 023 712

Rankings of the States, 1991. Data-Search Series.
PUB DATE- 91
NOTE- 117p.; For 1990 edition, see ED 326 972.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; Enrollment Rate; Expenditures; Government Role; Income; Population Trends; *Public Schools; *School Statistics; *State Norms; Tables (Data); Tax Rates; Teacher Salaries

Education improvement and renewal continues to capture the attention of researchers, policymakers, and the public. Although much has been done to enhance public education programs and services, many challenges still remain. This document acts as a tool for use throughout this period of public school reform. It contains state level data on an array of topics relevant to the complex enterprise of public education. These include: (1) Population; (2) Enrollment, Attendance, and Membership; (3) Faculty; (4) General Financial Resources; (5) Governmental Revenue; (6) School Revenue; (7) Government Expenditures; and (8) School Expenditures. These state-by-state figures permit a statistical assessment of the scope of public education and an identification of emerging trends in these key areas. Each category of data is accompanied by figures and tables to aid in drawing comparisons. The reader is urged to refrain from drawing conclusions solely from the tables in the report, and to supplement these rank-ordered data with specific information about state and local activities and services related to public education. A glossary and an index to the tables are appended. (9 references) (LAP)

ED 343 211 EA 023 713

Taxation of Education Employee Benefit Plans: Federal Rules As of
August 15, 1990.
PUB DATE- 91
NOTE- 39p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Federal Regulation; *Health Insurance; *Retirement Benefits; *School Personnel; *Taxes

Most National Education Association (NEA) members are covered by a type of retirement plan called a defined benefit pension plan, which provides a specific benefit periodically throughout an employee's retirement. This report provides an overview of the federal tax rules relating to the different types of retirement plans, savings plans, health plans, and dependent care plans that are available to members of the National Education Association. It describes how defined benefit pension plans work, what special tax advantages are available, and what restrictions apply. This report also describes in the same manner several other types of retirement and savings plans that may function as effective supplements to defined benefit pension plans, or as an employer's only purchased plan. The appendix to this report provides basic information with respect to state income tax rules applicable to employee benefit plans.

(LAP)

ED 343 212 EA 023 714

Estimates of School Statistics, 1989-90, As Provided by the State Departments of Education. Data-Search.

PUB DATE- 90
NOTE- 43p.; For 1988-89 edition, see ED 320 278.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Attendance; *Educational Finance; Elementary Secondary Education; *Enrollment Rate; Expenditure per Student; *Public Schools; *Salaries; *School Statistics

Public education in the United States is a joint enterprise of federal, state, and local government. This report presents public school data from the 50 states and the District of Colombia in order to show the extent to which national, state, and local governments commit resources to education. The data cover three general areas: (1) public school enrollment and participation; (2) employment and compensation for personnel; and (3) finances. Because the statewide totals and averages may not reflect the varying conditions that exist among school districts and schools within the state, the information provided is meant only to provide a broad assessment of trends in staff salaries, sources of school funding, and levels of educational expenditures. Significant developments in public school statistics include an increase in student enrollment by nearly 250,000 pupils from 1988-89 to 1989-90, and a consequent increase in the number of public school teachers by almost 32,000 from 1988-89 to 1989-90. State education agencies expect the average classroom teacher salary to increase by 5.9 percent over 1988-89 (from $29,547 to $31,304). Expenditure per student increased by 6.7 percent ($4,896) in 1989-90. The largest share of public school financial support continues to be provided by state governments, while for 1989-90, the federal government's contribution to public elementary and secondary school revenues continues to diminish. (Glossary appended) (LAP)

ED 343 213 EA 023 715

Estimates of School Statistics, 1990-91, As Provided by the State Departments of Education. Data-Search.

PUB DATE- 91
NOTE- 49p.; For 1989-90 edition, see EA 023 714.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Attendance; *Educational Finance; Elementary Secondary Education; *Enrollment Rate; Expenditure per Student; *Public Schools; *Salaries; *School Statistics

Public education in the United States is a joint enterprise of federal, state, and local government. This report presents public school data from the 50 states and the District of Colombia in order to show the extent to which national, state, and local governments commit resources to education. The data cover three general areas: (1) public school enrollment and participation; (2) employment and compensation for personnel; and (3) finances. Because the statewide totals and averages may not reflect the varying conditions that exist among school districts and schools within the state, the information provided is meant only to provide a broad assessment of trends in staff salaries, sources of school funding, and levels of educational expenditures. Significant developments in public school statistics include an increase in student enrollment by nearly 540,000 pupils from 1989-90 to 1990-91, and a consequent increase in the number of public school teachers by over 43,000 from 1989-90 to 1990-91. State education agencies expect the average classroom teacher salary to increase by 5.4 percent over 1989-90 (from $31,331 to $33,015). Expenditure per student increased by 5.2 percent (to $5,208) in 1990-91. The largest share of public school financial support continues to be provided by state governments, while for 1990-91, the federal government's contribution to public elementary and secondary school revenues continues to diminish. (Glossary appended) (LAP)

ED 343 214 EA 023 719

Decentralization and Policy Design. CPRE Policy Briefs.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Decentralization; *Educational Policy; Elementary Secondary Education; *Policy Formation; *Program Design; School Based Management; School Choice; *School District Autonomy; *School Restructuring

This policy brief focuses on design issues surrounding decentralization policies, drawing from the following three reports: "Working Models of Choice in Public Education," by Richard F. Elmore; "Diversity Amidst Standardization: State Differential Treatment of Districts," by Susan H. Fuhrman; and "School District Restructuring in Santa Fe, New Mexico," by Martin Carnoy and Jean McDonnell. The first part describes design issues in school choice programs--understanding the relationship between demand- and supply-side choice, providing benefits to all clients, and integrating choice programs with existing school systems. The next section describes design issues in programs (within districts or schools) which must vary regulatory treatment in order to be effective. This subject is discussed with reference to: (1) eligibility for waivers; (2) willingness of schools to participate; and (3) interaction with existing state policies. Design issues in district decentralization are examined last, with a focus on strategies used by the Santa Fe school system to address teachers' rewards, leadership, and parent support. A conclusion is that programs for school choice, deregulation, and decentralization primarily involve changing the incentives offered to participants. An annotated bibliography of four sources and information on the Center for Policy Research in Education (CPRE) and its publications are included. (3 references) (LMI)

ED 343 215 EA 023 720

Putting the Pieces Together: Systemic School Reform. CPRE Policy Briefs.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 91
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Basic Skills; Book Reviews; *Change Strategies; Curriculum Development; *Educational Change; Educational Equity (Finance); *Educational Policy; Elementary Secondary Education; *Instructional Improvement; *Resistance to Change; School Based Management; *School Restructuring; Standards; Success
IDENTIFIERS- Professionalism

This issue summarizes Marshall S. Smith and Jennifer O'Day's "Systemic School Reform," an analytic essay discussing research into the effectiveness of current education policies and policy system development in numerous states. The essay proposes a design for a systemic state structure that supports school-site improvement efforts and is based on clear, challenging standards for student learning. Policy components would be tied to these standards and reinforce one another in providing instructional guidance to schools and teachers. This brief begins with several observations concerning policy, examines current barriers to school improvement, and sketches an ameliorative strategy. School-by-school restructuring efforts are unlikely to produce substantial change. Educational success is hard to generalize because our educational system lacks coherence, and a basic skills emphasis pervades both policy and practice. Change is hampered by fragmented authority structures, conflicting goals and policies, and deficiencies in college teaching, professional development, and curriculum. A strategy for systemic reform would combine both top-down and bottom-up approaches and feature a unifying vision and goals, a coherent instructional guidance system, and a restructured governance system. A sidebar examines teacher professionalism and educational equity issues. (31 references) (MLH)

ED 343 216 EA 023 723

Clune, William H.; And Others
Changes in Course-Taking, 1982-1988 in High Schools with Middle- and Low-Achieving Students in States Adopting High Graduation Requirements. Appendix E: High School Transcript Data Tables.

SPONS. AGENCY- National Science Foundation, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 91
NOTE- 377p.; For report based on this statistical data, see EA 023 669. Report and Appendix titles vary slightly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Records; *Courses; Credits; *Graduation Requirements; High Schools; *High School Seniors; High School Students; *Low Achievement; *Tables (Data)

This statistical appendix is meant to accompany "Changes in Course-Taking, 1982-88: a Study of Transcript Data from Selected Schools and States." The study was designed to provide quantitative data from transcripts about changes in course-taking among graduates of high schools enrolling mostly lower-achieving students in states adopting high graduation requirements during the 1980s. Random samples of approximately 25 transcripts of graduating seniors were collected from 16 schools, in 9 districts, in 4 states (California, Florida, Missouri, and Pennsylvania) at 3 points in time, allowing change to be observed in two 4-year periods just prior to and after the requirements became effective. To provide data about students more "typical" than high school graduates, random samples of transcripts were collected of approximately 50 students beginning 9th grade at 2 points in time, 1 cohort prior to the effective date of the requirements and 1 cohort whose course-taking would be bound by the requirements, if they graduated. The study analyzes course-taking of low-achieving students from 1982-88 in all subjects; however, it focuses primarily on changes in course-taking in math, science, and vocational courses. The districts and schools are assigned numbers, and the names are not revealed. (Author/MLF)

ED 343 217 EA 023 728

School Health: Helping Children Learn. Leadership Reports, 1991-2.
SPONS. AGENCY- Fund for the Improvement and Reform of Schools and Teaching (ED/OERI), Washington, DC.
PUB DATE- 91
NOTE- 88p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Health; Counselor Role; Educational Environment; Elementary Secondary Education; *Health Education; *Holistic Approach; Public Schools; *School Health Services; School Nurses; Teacher Role

Two major trends have affected the responsibility of the public schools in providing health education and services over the past 2 decades. First, the structure of the family and the demographics of the school-aged population have changed dramatically, placing greater burdens for child welfare on school systems. Second, the leading causes of morbidity in the United States have changed from infectious diseases to behavior-related chronic diseases (injuries, homicide, and suicide). In light of these changes, the National School Boards Association (NSBA) is focusing on the needs of the whole child, a holistic approach to education, and a coordinated youth policy. This document discusses how to establish a health program that encompasses health education, health services, and healthy school environments. Several primary obstacles to implementing school programs include: (1) directives concerning health education; (2) the already-packed education agenda; (3) the fact that local needs may not be adequately considered; and (4) the impact of coordination with other agencies that provide health education and/or services. This guide aids policymakers in overcoming these obstacles by describing the elements of exemplary programs and illustrating processes for achieving them. Examples from four existing programs provide guidelines and identify resources for school board members, school administration staff, and their communities. (35 references) (LAP)

ED 343 218 EA 023 733

Fouchey, Gerald S., Jr.
The Role of Follow-Up in Effective Staff Development: A Decision Making Model.
PUB DATE- Jun 91
NOTE- 106p.; Specialist in Arts degree project, Eastern Michigan University.
LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Elementary Secondary Education; *Faculty Development; Inservice Teacher Education; Models; *Staff Development

One common error plagues the staff development planning process. This error is the general failure to provide a way to transfer new information and skill to the classroom. Activities that target the application of skills learned in staff development or inservice activities are commonly referred to as "followup" activities. This study explores the topic of followup activities for staff development and devises a model to facilitate decision-making in the followup planning process. Investigation into and refinement of the working definitions of staff development, followup activities, and effectiveness precede an explanation of the staff development contextual variables: (1) purpose; (2) content; (3) culture; and (4) participants. A list of followup activities is compiled, defined, and arranged on three criteria: (1) from cognitively simple to complex; (2) from resource-light to resource-intensive; and (3) from those requiring little personal or professional risk to those requiring substantial personal or professional risk. A draft for review is appended, along with review letters and questionnaires. (26 references) (LAP)

ED 343 219 EA 023 745

Michigan Schools of the Future Task Force Report: Focus on Restructuring.

PUB DATE- 90
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Change Strategies; *Competency Based Education; Educational Change; Educational Improvement; Educational Objectives; Educational Trends; Futures (of Society); Instructional Leadership; Models; Participative Decision Making; Research Utilization; *School Effectiveness; School Responsibility; *School Restructuring; Secondary Education; Thinking Skills
IDENTIFIERS- *Michigan

This monograph is written to be used by school personnel and is a compilation of many ideas. The first chapter discusses the two key ingredients that school districts must consider to promote restructuring: leadership and teacher participation. Eight steps in the process and planning of restructuring are listed. As schools begin the process of restructuring, student achievement based on specific outcomes (competency-based education) will determine the direction this process takes. Chapter 2 concerns competency-based education and lists the following five categories in which students must develop proficiencies before exiting school: (1) higher order thinking/learning skills; (2) cognitive skills and behaviors; (3) social skills; (4) technological skills; and (5) life-management skills. Individual schools must develop specific skills for which students must demonstrate proficiency. The changes through restructuring listed in chapter 3 are concrete examples of what could and should happen if the principles of effective schools, school improvement, and the Coalition of Essential Schools are adopted. Examples are grouped into categories of content, people, place, and time. Six appendices contain summaries and adaptations of relevant resources. (70 references) (MLF)

ED 343 220 EA 023 746

Bingham, Steve; And Others
Leadership for Improved Restructuring Outcomes (LIRO): A Project Funded by the Small Grants School-Based Research Program, 1990-91.
PUB DATE- 20 Feb 92
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Role; Higher Education; High Schools; Inservice Teacher Education; *Instructional Leadership; Participative Decision Making; Public Schools; *School Restructuring; Teacher Role
IDENTIFIERS- *North Carolina

Project LIRO (Leadership for Improved Restructuring Outcomes) was an attempt to influence student outcomes and school change through a year-long work experience and training of department chairs and administrators. The project used Teacher Collegial Groups (TCGs) to encourage collaboration between personnel from Institutions of Higher Education (IHE) and public school staff members. The purpose of the TCGs is for IHE personnel to provide improvement models, assist in implementing and adapting the models, disseminate findings, and incorporate new ideas from practice into their preparation programs. Teachers identify problem areas and provide advice as they work collaboratively to devise and implement improvement plans. These TCG efforts were used to establish leadership teams of department chairpersons in a large North Carolina high school to attend to specific problems and concerns. Expected outcomes of this project were: (1) the development of strategies for instructional leadership by secondary school department chairpersons; (2) demonstration of an action-oriented, collaborative involvement approach to inservice by IHE and a local education agency; and (3) changes in leader skills, restructuring efforts, and pupil gains. Each of the eight processes used to achieve the desired outcomes is outlined. The results are shown in a six-page analysis and discussion. Nine tables, one figure, and the school climate and context inventory are appended. (12 references) (LAP)

ED 343 221 EA 023 748

Achilles, C. M.; And Others
Practical School Improvement: The Mary Reynolds Babcock Project (MRBP) at Moore School, Winston-Salem/Forsyth County (WS/FC) North Carolina Schools.
PUB DATE- Apr 92
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Change Strategies; Elementary Education; Experiential Learning; *Inservice Education; *Instructional Improvement; *Program Evaluation; Program Implementation; *School Based Management
IDENTIFIERS- *Isolation (Professional); *Winston Salem and Forsyth County Schools NC

The Mary Reynolds Babcock Project (MRBP) is a school improvement effort implemented at the Winston-Salem/Forsyth County Schools during the 1990-91 school year. A total of 24 elementary school teachers, called visiting teachers, visited designated lab sites within the system for 2 weeks each to observe exemplary instructional programs and be trained in their use. Outstanding teachers, hired as permanent substitutes, taught in the visiting teachers' classrooms while they were away. This process ensured continuity and high-quality instruction while visiting teachers were being trained. Teachers and programs for designated lab sites were carefully evaluated. Being chosen as a clinical resident teacher provided recognition for exemplary teaching and included a chance to share skills with teachers anxious to improve their skills. MRBP offered clinical training for elementary teachers, created a tool for school-based management, and reduced teacher isolation. Teachers returned from their clinical experiences highly motivated and ready to make instructional changes in their own schools. Evaluation results indicate that they did make changes as expected. The project has been continued at district middle schools during 1991-92. Appendices compare MRBP with effective inservice practices, summarize program participants' responses, and describe the MRBP change process. (27 references) (Author/MLH)

ED 343 222 EA 023 752

Lilly, Edward R.
Superintendent Leadership and Districtwide Vision.
PUB DATE- 92
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Administrator Effectiveness; Administrator Responsibility; *Administrator Role; Educational Objectives; Elementary Secondary Education; *Leadership; Organizational Change; Organizational Communication; Organizational Objectives; *Superintendents; *Vision

The concept of superintendent "vision" as a key element of effective leadership is discussed in this paper, which develops a framework for understanding the creation of vision, its implementation and articulation, and organizational impact. Vision differs from strategy in that it represents a set of beliefs about the school district's aspiring role in the educational arena. The first section offers a literature review of the definitions and concepts of vision. The second section discusses superintendents' major task--to create shared visions among members of a diverse organization. Variables in the interpretive process associated with envisioning are described. The next section examines the communication of vision to district personnel and offers 22 suggestions, which include consideration of compatibility with the organizational culture, continual communication, and sharing with different organizational levels. Vision is viewed as an integral part of the overall strategic management process. (19 references) (LMI)

ED 343 223 EA 023 754

Epp, Juanita Ross

Teacher Participation in School Government: A Central Element in Educational Reform.

PUB DATE- Jan 92
NOTE- 45p.; Paper presented at the Annual Meeting of the International Congress for School Effectiveness and Improvement (Victoria, British Columbia, Canada, January 2-5, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; *Educational Change; Elementary Secondary Education; Force Field Analysis; Foreign Countries; Goal Orientation; *Governance; Group Dynamics; *Locus of Control; Models; Nominal Group Technique; *School Restructuring; *Teacher Participation; Teamwork
IDENTIFIERS- *Empowerment

The demand for educational reform has reopened several debates concerning fundamental aspects of education. Three of these debates--the goals of education, school governance structures, and the locus of control for reform--are linked to teacher participation. This paper suggests that education's goals could best be addressed by action research applied at the school site level. Shared governance would shift the locus of control from administrators to teachers in a process of teacher empowerment. In this model, the reform occurs through a web of teacher interaction instead of depending on a top-down, pyramidic intervention. The teacher group would use action research, increased professionalism, and empowerment to implement the processes necessary to reach mutually acceptable school improvement goals. The participative approach would lead to many diverse processes, depending on the perceived needs of the individuals closest to the reform action. There are many instances of teacher restructuring of schools already in use. The process described here combines Nominal Group Techniques with Force Field Analysis to allow school staffs to plan, implement, and evaluate school improvement initiatives. An appendix contains extensive background information for teacher groups and a bibliography. (35 references) (MLH)

ED 343 224 EA 023 755

Stringfield, Sam
Research on High Reliability Organizations: Implications for School Effects Research, Policy, and Educational Practice.
PUB DATE- Jan 92
NOTE- 25p.; Paper presented at the Annual Meeting of the International Congress for School Effectiveness and Improvement (Victoria, British Columbia, Canada, January 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Improvement; *Educational Policy; *Effective Schools Research; Efficiency; Elementary Secondary Education; Goal Orientation; Institutional Characteristics; *Organizational Effectiveness; *School Restructuring
IDENTIFIERS- *High Reliability Organizations; *Implications

Current theorizing in education, as in industry, is largely devoted to explaining trial-and-error, failure-tolerant, low-reliability organizations. This article examines changing societal demands on education and argues that effective responses to those demands require new and different organizational structures. Schools must abandon industrial efficiency models and assume the following operating characteristics of high reliability organizations (HROs), which: (1) require clear goals; (2) extend formal, logical decision analysis, based on standard operating procedures (SOPs), to the limits of extant knowledge; (3) recruit and train extensively to compel adherence to SOPs; (4) take initiatives identifying flaws in SOPs and nominate changes to correct them; (5) are sensitive to areas requiring judgment-based, incremental strategies; (6) feature mutual monitoring by administrators and line staff; (7) are alert to surprises and lapses; (8) are hierarchically structured, but allow considerable discretion and close interdependence during times of peak activity; (9) are not rule-driven when responding to potentially disastrous situations; (10) maintain equipment in highest working order; (11) are valued by their supervising organizations; and (12) value high reliability over short-term efficiency. For schools to become HROs would involve substantial changes. Links with HRO literature and school effects research are discussed, along with implications of HRO findings for policy, future research, and school improvement. (43 references) (MLH)

ED 343 225 EA 023 756

Dimmock, Clive; Wildy, Helen
School-Based Management and Its Linkage with the Curriculum in an Effective Secondary School.
PUB DATE- Jan 92
NOTE- 31p.; Paper presented at the Annual Meeting of the International Congress for School Effectiveness and Improvement (Victoria, British Columbia, Canada, January 2-5, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Administrator Role; Foreign Countries; *School Based Management; *School Policy; Secondary Education; Secondary Schools; *Teacher Role
IDENTIFIERS- *Australia (Perth)

Few studies of school effectiveness focus on curriculum management in secondary schools, especially schools situated in supportive socioeconomic environments. (Many studies have focused on poor, urban, elementary schools.) This paper reports the first part of a research project designed to investigate the link between curriculum and management processes in an academically effective secondary school. The aims of the study were to develop a conceptual framework, a methodology, and instrumentation to investigate these linkages. A naturalistic approach was used to clarify the perceptions, thoughts, and behaviors of principals and teachers by using a range of data collection methods that would yield descriptions of practice. Only one secondary school in the Perth (Western Australia) metropolitan area was selected to allow for an indepth analysis and the development of a research framework suitable for future, wider application. Major findings indicate that proactive curriculum management was only exercised on a departmental level. Although this school was academically effective, loose linkage between departments and between senior management and departments provided little opportunity for schoolwide curriculum policies. (24 references) (LAP)

ED 343 226 EA 023 757

Rossmiller, Richard A.
As Nearly Uniform as Practicable?
PUB DATE- 91
NOTE- 35p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; Expenditure per Student; Fiscal Capacity; *Property Taxes; *School District Spending; *State Aid; Tax Effort
IDENTIFIERS- *Wisconsin

Results of a review of Wisconsin's general program for providing financial support to local school districts are presented in this paper, with a focus on developments of the 1980s. First, a brief history of the state aid program from 1949-80 is provided. The next section identifies seven disequalizing factors of the equalization aid program and concludes that the cancellation of negative aid had the greatest disequalizing effect on the distribution of state aid. Developments of the 1980s are described next, some of which include trends in guaranteed valuation and equalized value per student, property tax base modifications, school costs, the distribution of state school aid, and "skimming" from equalization aid. Various property tax relief programs are also highlighted. A conclusion is that the gap between property value per pupil in the wealthiest and poorest districts widened markedly in the 1980s. The following events undermined the concept of power equalization: the 1976 State Supreme Court decision that declared negative aid unconstitutional; the decision in the mid-1980s to restore minimum aid; tax base modifications that increased residential property tax; the elimination of supplemental aids in tax incremental financing (TIF) districts; and an increase in average school costs per pupil that exceeded the rate of inflation. A recommendation is made to address the crucial question of the state/school district relationship. Eleven tables are included. (LMI)

ED 343 227 EA 023 763

Gaustad, Joan

Nongraded Education: Mixed-Age, Integrated, and Developmentally Appropriate Education for Primary Children.

PUB DATE- Mar 92

NOTE- 47p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- Cognitive Style; Educational Objectives; Educational Trends; Futures (of Society); Grade Repetition; *Grouping (Instructional Purposes); Heterogeneous Grouping; Homogeneous Grouping; Individual Differences; Instructional Program Divisions; Integrated Curriculum; *Nongraded Instructional Grouping; *Primary Education; Self Esteem; Team Teaching; Whole Language Approach

Nongraded education is the practice of teaching children of different ages and ability levels together in the same classroom, without dividing them or the curriculum into steps labeled by "grade" designations. Children progress along the continuum from easier to more difficult material at their own, varying rates of speed. Interest in nongraded education is usually focused on the primary years because developmental differences make nongrading particularly appropriate for young children. Chapter 1 begins this bulletin by reviewing the history of graded and nongraded education in the United States and examining the development of the concept of nongrading over the course of time. Chapter 2 reviews the research base for nongraded education at the primary level. Chapter 3 examines various ways the concept of nongraded primary education can be put into practice. Appended is a 31-item bibliography and a list of four persons interviewed for the bulletin. (MLF)

ED 343 228 EA 023 768

Riddle, Wayne Clifton

Conditional Deregulation of Federal Elementary and Secondary Education Programs: The "America 2000" Proposal. CRS Report for Congress.

PUB DATE- 9 Jul 91
NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Accountability; Change Strategies; Educational Change; Educational Improvement; *Educational Policy; Elementary Secondary Education; Federal Aid; *Federal Programs; *Federal Regulation; Government Publications; School Districts; School Restructuring; Special Needs Students; Student Needs
IDENTIFIERS- *America 2000; *Conditional Deregulation

Conditional deregulation of federal elementary and secondary education assistance programs, that is, waiving one or more program regulations in return for some additional accountability, has been proposed in recent years and endorsed by the Bush administration. The "America 2000" legislation proposes a broad authority for conditional deregulation of federal elementary and secondary education assistance programs. Similar legislation with respect to state regulations has been adopted by some states. Unlike earlier proposals to transform federal elementary and secondary education assistance programs into block grants," these proposals would reduce the number of requirements for the use of funds under a variety of programs, but would require in return new forms of accountability based on program results. (Author/MLF)

ED 343 229   EA 023 771

Cornwall, Bonnie J.
Bright Ideas: A Total Resource Management Guide for Schools.
PUB DATE- 89
NOTE- 37p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Guides; Change Strategies; Cost Effectiveness; Databases; Elementary Secondary Education; *Energy Audits; *Energy Conservation; Energy Education; *Energy Management; Incentives; Inservice Education; Interpersonal Relationship; Leadership; *Program Implementation; Recognition (Achievement); Resource Allocation; School Districts; Teamwork
IDENTIFIERS- *California

Reducing school energy costs can increase the discretionary dollars available in the school budget. The first part of this guide introduces the key elements of an effective energy management program. Through an evaluation of nearly 150 California school district programs and a detailed review of 22 exemplary programs, the 12 following elements emerged as crucial to making programs successful: (1) organize energy data; (2) build school board and top level administrative support; (3) cultivate maintenance and operations support; (4) support "idea champions" at all levels; (5) set yearly goals; (6) appoint an energy coordinator; (7) conduct an energy survey or audit; (8) provide training for all staff; (9) integrate energy education with energy management to involve teachers and students; (10) provide incentives and recognition; (11) develop district and school energy teams; and (12) make the program visible. The second part of the guide presents a school energy program as seen from the perspective of the following key players: school board, district administration, site administrators, facilities and service staff, teachers, and the community. Appended is a worksheet divided into energy team member sections with questions that refer to the key elements of a successful energy program. (MLF)

ED 343 230 EA 023 772

Riddle, Wayne; Stedman, James B.
The Neighborhood Schools Improvement Act, H.R. 3320: Summary and Analysis. CRS Report for Congress.
PUB DATE- 31 Oct 91
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Accountability; *Change Strategies; Educational Assessment; *Educational Change; Educational Equity (Finance); Educational Improvement; Educational Innovation; Elementary Secondary Education; Federal Aid; Government Publications; Public Schools; *School Restructuring; State School District Relationship
IDENTIFIERS- America 2000; *Proposed Legislation

The Neighborhood Schools Improvement Act (H.R. 3320) was ordered to be reported by the House Committee on Education and Labor on October 17, 1991. This report provides an introduction to the "systemic statewide reform" concept, on which H.R. 3320 is largely based, plus a summary of the bill, and a discussion of selected issues related to this legislation and certain alternatives to it. Advocates of systemic statewide reform argue that it is important to improve and coordinate all major aspects of a state or local education system simultaneously in order for reforms to be effective. In contrast, opponents of H.R. 3320 may argue that it is too poorly targeted or its authorized funding level too low to have substantial impact, or that it would leave reform programs largely under the control of the same authorities who have been responsible for current school systems and attendant problems. Other issues that might be raised with respect to H.R. 3320 include: (1) Are the proposed forms of private school involvement appropriate? and (2) Is there adequate attention to the role of school finance equalization in statewide school reform? (16 references) (MLF)

ED 343 231 EA 023 773

Riddle, Wayne Clifton
Merit Grants to Schools Based on Performance: The America 2000 Proposal. CRS Report for Congress.
PUB DATE- 12 Aug 91
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Change Strategies; Competency Based Education; Educational Change; Elementary Secondary Education; Federal Aid; Government Publications; *Incentive Grants; *Performance Factors; Private Schools; Public Schools; *School Effectiveness
IDENTIFIERS- *America 2000; *Proposed Legislation

As part of its "America 2000" strategy for education reform, the Bush Administration has proposed the authorization of "merit schools" grants to elementary and secondary schools based on their performance. Questions associated with the merit school concept include the treatment of private schools, consideration of schools' pupil population or resources, authorized uses of funds, criteria for measuring school performance, and the role of the governor. Evidence to either substantiate or refute the assumption that financial incentives will have desirable effects is severely limited. There are several state programs that authorize performance-based awards to schools, with few restrictions on the use of funds. Alternative merit school models that might be considered include tying merit grants to performance specifically under existing federal programs, such as the Chapter 1 program for disadvantaged children, providing merit grants to states meeting certain goals, or providing nonfinancial awards--such as regulatory waivers--to especially successful schools. (22 footnotes) (Author/MLF)

ED 343 232 EA 023 774

Stedman, James B.
School Choice: Status and Issues. CRS Report for Congress.
PUB DATE- 2 Jan 92
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; *Change Strategies; *Educational Change; *Educational Improvement; Educational Quality; Elementary Secondary Education; Government Publications; Private Schools; Public Schools; *School Choice; School Effectiveness
IDENTIFIERS- *America 2000; *Proposed Legislation

School choice is one of the most debated aspects of the current education reforms. This report provides an overview of the issue of elementary and secondary school choice as it is being debated in the 102nd Congress. Under a school choice program, parents and students have a greater opportunity to influence where students enroll. The report assesses the context within which choice is being considered; the variety of such programs currently; how Federal legislative proposals address choice; and the issues such proposals raise. Key issues that are being debated as choice is considered include the following: the kind of accountability that should be applied to private schools, if they participate; whether inclusion of private, sectarian schools in a publicly funded choice program violates the U.S. Constitution; and what effects choice programs may have on educational quality, racial and ethnic segregation, and socioeconomic segregation. (17 footnotes) (MLF)

ED 343 233   EA 023 776

Liontos, Lynn Balster
Family Involvement.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 5p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; Change Strategies; Cultural Differences; Educational Change; Elementary Secondary Education; *High Risk Students; *Hispanic Americans; *Low Income Groups; Minority Groups; *Outreach Programs; *Parent Participation; Program Evaluation
IDENTIFIERS- *Partnerships in Education

Family involvement in schools will work only when perceived as an enlarged concept focusing on all children, including those from at-risk families. Each publication reviewed here is specifically concerned with family involvement strategies concerned with all children or targeted at primarily high risk students. Susan McAllister Swap looks at three parent involvement philosophies and examines effective practices, using Joyce Epstein's five parent involvement categories. Swap argues that a philosophy recognizing home/school/community partnership offers the greatest promise for increasing at-risk children's academic achievement. Don Davies redefines parent participation, based on the work of several pioneers linking such involvement with school reform, and recommends that parent centers and home visitor programs be incorporated into elementary schools. In a review of 17 family education programs aimed at reaching low-income groups, Barbara Dillon Goodson and colleagues find no one program or method best for all at-risk families; the most successful programs are responsive to family differences. Siobahn Nicolau and Carmen Lydia Ramos discuss the reasons Hispanic families must be reached and strategies for organizing and sustaining family involvement with this population. Lynn Balster Liontos, in a report on at-risk family involvement, identifies ways to overcome barriers and suggests specific components needed for forging successful parent-school partnerships. Educators must avoid patronizing such families and realize the importance of empowerment and collaboration. (MLH)

ED 343 234 EA 023 777

Friedman, Madeleine

Developing Self-Motivated, Empowered Middle School Students: A Practical Solution Strategy.

PUB DATE- 91

NOTE- 164p.; Ed.D. practicum report, Nova University.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Achievement; Intermediate Grades; Junior High Schools; Learning Motivation; *Middle Schools; *Motivation Techniques; *Student Motivation; *Teaching Methods

IDENTIFIERS- *Middle School Students

Developing self-motivated, empowered middle school students is an ongoing struggle for teachers and administrators. This practicum was designed to address the problem teachers have in finding specific teaching strategies that would help students become empowered and self-motivated learners. This study focuses on directly integrating techniques with the presentation of academic content, rather than separate from that content. A booklet of 19 strategies was formulated and presented at a workshop with 6 participating teachers. The teachers were met with regularly during implementation, and meeting results were recorded. A pre/post checklist of intrinsically motivated behaviors in students was developed and administered to all participating teachers and students. Analysis of the data revealed that a successful workshop, by itself, did not ensure adequate transfer of teaching strategies. Regular postworkshop meetings for collegial support were not a substitute for a continuous program of modeling, coaching, and practice. Students as well as teachers needed a period of adjustment when new teaching strategies were implemented in the classroom. Sporadic use of new motivational strategies on an irregular basis, however well-meaning, were not enough to contribute to positive attitudinal changes in students. Fifteen appendices are attached, including a list of 19 strategies, check lists, and surveys and questionnaires. (4 tables) (68 references) (LAP)

ED 343 235 EA 023 778

Randall, Ruth E.
School Choice: Issues and Answers.
PUB DATE- Feb 92
NOTE- 51p.; Paper presented at the Annual Meeting of the American Association of School Administrators (San Diego, CA, February 21-24, 1992). For a related document, see ED 335 775.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Counseling; *Decision Making; Educational Assessment; *Educational Policy; Elementary Secondary Education; Free Choice Transfer Programs; Grievance Procedures; Information Dissemination; Parent School Relationship; Problem Solving; *School Choice; School Desegregation; School District Autonomy; School Restructuring; Space Utilization; State Aid; *State Legislation; Student Transportation; Tax Allocation; Time Management

State policymakers will want to make clear the intent of a policy on choice when they write their legislative bills. The purpose for the policy will help parents, students, educators, and the general public understand their action and the reasons for the action. This study discusses 11 issues included in legislative bills and gives a brief summary of the law on choice in 8 states: Minnesota, Nebraska, Iowa, Arkansas, Ohio, Idaho, Washington, and Utah. Issues for which the legislators may provide direction include the following: (1) reasons for choosing another school, i.e., academics, athletics, performing arts, special education, other; (2) desegregation; (3) space; (4) timelines; (5) provision of transportation; (6) voluntary or required participation by district; (7) state aid and local levies in dollars; (8) information for parents and students; (9) counseling of parents and students; (10) evaluation and data collecting mechanisms; and (11) grievance board for parents. (32 references) (MLF)

ED 343 236 EA 023 779

Gover, David B.

School Based Decision Making: A Prototype Policy Operation Manual for Efficient Management of Learning Opportunities for All Children.

PUB DATE- 13 Jan 92
NOTE- 23p.; Paper presented at the Annual Meeting of the American Association of School Administrators (San Diego, CA, February 21-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Policy; *Citizens Councils; Committees; Compliance (Legal); Elementary Secondary Education; *Governance; Guidelines; *Participative Decision Making; *School Based Management
IDENTIFIERS- *Hopkins County School District KY

A prototype policy operation manual for the school-based decision-making councils of elementary schools in the school districts of Kentucky is presented in ths document. Guidelines are offered to help the councils adopt policies consistent with the Kentucky Education Reform Act of 1990, which are based on school improvement and extended ownership. The roles of key players--the board of education, superintendents, principals, teachers, parents, and support staff--are described. Standards are also suggested for the following areas: school-based management implementation; decision-making methods; the mechanics and structure of the school council; council responsibilities; recording procedures; insurance and legal service; enrollment guidelines; and communication with other educational stakeholders. Definitions and sample notices to teachers and the public are also included. (LMI)

ED 343 237 EA 023 780

Randall, Ruth E.
What Follows School Choice: Teachers As Entrepreneurs and Charter Schools?
PUB DATE- Feb 92
NOTE- 18p.; Paper presented at the Annual Meeting of the American Association of School Administrators (San Diego, CA, February 21-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; *Contracts; Educational Change; *Educational Innovation; Elementary Secondary Education; *Nontraditional Education; *Privatization; *School Choice; State Action; State Legislation
IDENTIFIERS- *Charter Schools MN; *Minnesota

Information about two possible actions as followups to school choice is provided in this paper, with attention to the concepts of teachers in private practice and charter schools. The movement of teachers in private practice involves educators as entrepreneurs who contract with school districts. Benefits include a high degree of accountability and lower district costs. Problems for teachers involve determining their expertise, financial planning, and lack of a teacher support system. A Minnesota charter school bill, legislated in 1991, is described next. The charter establishes provisions for the organization and funding, authorization, and implementation of charter schools. Components of charter school contracts are also outlined, such as purpose and outcomes, admission policies and procedures, administrative duties, legal compliance with student requirements and financial audits, length of the school year and contract, and insurance coverage. The proposed Durenberger-Lieberman amendment to the Neighborhood Schools Improvement Act in the United States Senate is briefly described. (11 references) (LMI)

ED 343 238 EA 023 782

Anderson, Mark E.; And Others
New Kids on the Block: How To Recruit, Select, and Orient School Employees.
PUB DATE- 22 Feb 92
NOTE- 39p.; Paper/outline/notes presented at the Annual Meeting of the American Association of School Administrators (San Diego, CA, February 21-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Teacher Induction; Elementary Secondary Education; *Personnel Selection; Staff Orientation; *Teacher Orientation; Teacher Qualifications; *Teacher Recruitment; *Teacher Selection

A conference presentation on the recruitment, selection, and orientation of school employees are highlighted in this paper. Part 1 describes organizing strategies for recruitment and selection, such as defining administrative roles, assessing current practices, and scheduling. Practices for attracting capable teacher candidates are presented in the second part, which include designing a recruitment package, knowing where to recruit, and using district ambassadors. Part 3 describes stages in the pool screening/hiring process and in administrator interview training. The fourth presentation discussed strategies for new teacher orientation, but no details are provided. Attachments making up 75% of the document include overheads and handouts to illustrate the first three sections. (LMI)

ED 343 239 EA 023 783

Goddard, J. Tim
A Model of School Improvement within a First Nations Environment.
PUB DATE- Jan 92
NOTE- 28p.; Paper presented at the Annual Meeting of the International Congress for School Effectiveness and Improvement (5th, Victoria, British Columbia, Canada, January 2-5, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Canada Natives; Curriculum Development; Educational Improvement; Elementary Secondary Education; Foreign Countries; *Minority Groups; Models; Personnel Evaluation; Student Promotion
IDENTIFIERS- *Cree (Tribe); *Saskatchewan; Tribally Controlled Education

Native education has often been perceived as a low status cousin of the "regular" (that is, middle class, suburban, white) education system, and the achievement levels of Indian students have historically been low. This situation is often attributed to the past policies of many different federal governments and to a succession of poorly conceived and badly implemented school programs. The anger and distrust generated by these programs were among many reasons that led to the development of Band-controlled education systems in the early 1970s. The Lac La Ronge Indian Band operates the largest Band-controlled education system in Saskatchewan. With a membership of 5,000, of whom 25 percent are aged 9 years or younger, the Band is facing unprecedented growth in the need for educational services. A model for school improvement that involves community groups in the developmental process and identifies areas of concern has been developed and implemented. This paper describes issues relating to staff evaluation, curriculum development, student promotion, referral to resource room programs, and maintaining the cultural and linguistic uniqueness of the Cree Nation. (45 references) (LAP)

ED 343 240 EA 023 784

Goddard, J. Tim

The Districtwide Improvement Project and the Development of School Improvement Strategies by the Lac La Ronge Indian Band. Report to the Prince Albert Tribal Council, Education Division.

PUB DATE- 4 Nov 91
NOTE- 12p.; Dot matrix print may not reproduce adequately in paper copy.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Canada Natives; Cultural Awareness; *Educational Improvement; Elementary Secondary Education; Foreign Countries; *Program Development; Program Implementation; *Regional Planning; School Effectiveness
IDENTIFIERS- *Cree (Tribe); *Saskatchewan

Outcomes of the District Wide School Improvement Program (DWIP), a plan to improve Native education in Saskatchewan, are described in this paper. Initiated by the Prince Albert Tribal Council (PATC) and the Lac La Ronge Indian Band (LLRIB), the school improvement model is a community-based developmental model designed to sensitize schools to their cultural environment. Needs assessment surveys were mailed to 550 parents, students, teachers, staff, band councillors, and school administrators, of whom 334 responded, a 61 percent response rate. Major concerns of constituents included teacher and program evaluation, lack of communication, the student dropout rate, the low status of Cree language and culture, lack of consistent student performance expectations, support for special needs students, insufficient funding, and lack of school/community collaboration. Based on the premise that the effective school system works with its environment, program goals include upholding the right to education, establishing local/Band governance, improving academic standards, and maintaining the cultural awareness of the Cree Nation. (35 references) (LMI)

ED 343 241 EA 023 785

Crosby, Sandra
Teachers' Opinions of School-Based Management.
PUB DATE- Dec 91
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Improvement; Elementary Education; *Participative Decision Making; *School Based Management; *School Effectiveness; *Teacher Attitudes; *Teacher Participation
IDENTIFIERS- *Chicago Public Schools IL

Findings of a study that examined Chicago teachers' attitudes about school-based management are presented in this paper. A questionnaire was administered to 60 teachers in a Chicago public elementary school that had been involved in a restructuring program for 2 years. A majority of the teachers expressed positive opinions of the school-based management elements in their program. Findings suggest that school-based management leads to school improvement in the following areas: instruction; curriculum; collaboration; teacher autonomy; and teacher collegiality. Problem areas involve parental involvement, school security, and paperwork. One table is included. (12 references) (LMI)

ED 343 242 EA 023 786

Hanson, E. Mark
Educational Marketing and the Public Schools: Policies, Practices and Problems.
PUB DATE- Jul 91
NOTE- 41p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Attitudes; *Community Involvement; Elementary Secondary Education; *Financial Support; *Marketing; *Public Schools
IDENTIFIERS- *Educational Marketing

Public schools face many of the same marketing problems found in private-sector organizations. These include reputation building, resource mobilization, personnel employment, program development, client satisfaction, community good will, and public political support. This paper analyzes the marketing concept and illustrates its application to public school educational systems. The following questions are addressed: (1) What is marketing? (2) What market forces exist in education that create bridges or barriers between schools and the communities they serve? (3) Why apply marketing techniques to schools? (4) How do marketers contact the various segments of the community? (5) How do schools attempt to communicate with communities and vice versa? The marketing process is a mechanism intended to draw schools and their communities into productive and supportive working relationships. Within the field of education, however, natural market forces creating such relationships are virtually inoperative, causing inadequate citizen participation and inadequate funding. In order to stimulate a more productive school-community exchange process, the California Educational Research Cooperative (CERC) suggests developing ongoing marketing strategies. (78 references) (LAP)

ED 343 243 EA 023 787

Ortiz, Flora Ida
School Housing for the Schooling of Children.

PUB DATE- Jun 91
NOTE- 102p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Construction (Process); *Construction Programs; *Educational Facilities Planning; Elementary Secondary Education; Environmental Standards; Public Schools; *School Buildings; Structural Elements (Construction)
IDENTIFIERS- California

The demand for school construction and the agency regulations and practices involved in the process are described in this report. A four-part theoretical framework explains the process of school facility construction. First, school districts follow a process that consists of nine fundamental steps: (1) needs assessment; (2) long-range planning; (3) fiscal planning; (4) school building planning, which includes school-site planning and selection, architectural services, and educational specifications; (5) bidding for contractors; (6) facility construction; (7) occupying the building; (8) postoccupancy evaluation; and (9) school facility use. Second, school districts accomplish these nine steps by coordinating three functions: executive leadership, professional expertise, and representative legitimation. Third, in order for the school district to construct new schools, it is also necessary to relate to external agencies such as the state (for regulation, fiscal allocation, and technical distribution). Fourth, local school district and state officials relate to each other interpersonally as well as interorganizationally. A brief discussion of the historical evolution of school construction is followed by arguments for the importance of school environments and the school structure itself. The conclusion is an indepth review of the nine steps from stage one of the theoretical framework mentioned above. (5 tables and 204 references) (LAP)

ED 343 244 EA 023 788

Mitchell, Douglas E.; Beach, Sara Ann
School Restructuring: The Superintendent's View.
PUB DATE- Mar 91
NOTE- 41p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Educational Policy; Elementary Secondary Education; *Organizational Change; Program Evaluation; *School Organization; *School Restructuring; *Superintendents
IDENTIFIERS- *California

Findings from a study that examined the attitudes of California school district superintendents toward school restructuring are presented in this paper. Interviews were conducted with a total of 30 superintendents and senior staff members in 22 California school districts to explore their orientations toward school restructuring in general and toward eight specific restructuring approaches--school-based management, teacher empowerment, teacher professionalization, labor relations restructuring, pedagogical restructuring, governance reform, school choice, and integrated child service delivery. Although the superintendents held widely divergent perceptions about the nature and potential value of various approaches, three key tensions shaped their overall pattern of thinking about restructuring: (1) saliency vs. explicitness of the issue; (2) performance improvement vs. legitimacy of the schools; and (3) accountability vs. ownership. Two contextual factors also influenced their thinking--amount of superintendency experience and the kind of community support. Implications are that school restructuring is not a clearly focused program of reform; caution should be used in judging reform efforts; and most efforts are relatively remote from the "technical core" of teaching and learning. A conclusion is that the politics of evaluation are important to the longterm success of restructuring. (23 references) (LMI)

ED 343 245 EA 023 790

Lenarduzzi, Grant; McLaughlin, T. F.

Longitudinal Effects of Nonpromotion in Junior High School.

PUB DATE- 92

NOTE- 9p.; Paper presented at the Annual Meeting of the International Congress for School Effectiveness and Improvement (Victoria, British Columbia, Canada, January 2-5, 1992).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Attendance; Dropout Rate; Foreign Countries; Grade Point Average; *Grade Repetition; *High Risk Students; Junior High Schools; *Longitudinal Studies; *Outcomes of Education; Parent School Relationship; Secondary Education; *Socioeconomic Status

IDENTIFIERS- *British Columbia; *Social Promotion

The issue of grade retention and social promotion is still a very controversial topic. The empirical literature assessing the effectiveness of nonpromotion remains mixed. Nonpromotion seems most effective with students in white, suburban, and middle-class school districts. This paper describes a 4-year follow-up to an earlier controlled study by Lenarduzzi and McLaughlin (1990) showing that nonpromotion significantly improved seventh- and eighth-grade students' academic achievement and scholastic effort. The present report evaluated the long-term effectiveness of grade retention and promotion for portions of this same sample, using data gathered over a 4-year period while the students attended junior and senior high school. Of the original sample of 33, 18 student records could be located and examined. All students had attended the same junior and senior secondary school in the school district in rural interior British Columbia, Canada. Results indicated no significant differences for either attendance or grade point average between the promoted and the retained students. In addition, both groups suffered from very high dropout rates. School districts can work with parents of at-risk students and intervene early with skill-based instruction. Possibly, both retained and promoted groups in this study needed building- and system-wide assistance. Until such assistance is provided, the retention/promotion dilemma may be a moot issue. (16 references) (MLH)

Conley, David T.; And Others
The "Vision Thing" and School Restructuring.
PUB DATE- 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Administrator Attitudes; *Change Strategies; *Creative Thinking; *Educational Change; Educational Environment; Educational Improvement; Elementary Secondary Education; Participative Decision Making; Principals; Public Schools; School District Autonomy; *School Restructuring; Teacher Attitudes; *Visualization
IDENTIFIERS- *Oregon; *Strategic Planning

This article explores the role of vision and vision-building in public schools as a tool for bringing about a redirection of educational institutions. A reanalysis of 32 interviews with teachers and principals in schools involved in Oregon's "2020 School Improvement and Professional Development" program revealed that most school goals demonstrated a desire to develop new teaching skills and strategies through various inservice activities. Numerous quotations from the interviews illustrate how these educators utilized the concept of a vision and a process of vision-building to bring about significant change. The next section considers the process of vision-building, including possible prerequisites and some suggestions for a systematic approach to vision-building at the school level. Finally, seven tentative conclusions are offered regarding the role of vision in the process of school restructuring. (7 references) (MLF)

ED 343 247 EA 023 797

Henry, Thomas B.
Spotlight of a Century of Educational Reform in England.
PUB DATE- Dec 91
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Curriculum Development; Decentralization; *Educational Change; *Educational Finance; Elementary Secondary Education; Foreign Countries; Higher Education; *History; *Public Education; Student Evaluation
IDENTIFIERS- *Education Reform Act 1988 (England); *England; National Curriculum

During the past 100 years, there has been an evolution in publicly funded education in England. This report provides a historical perspective for recent reforms and spotlights three related areas. The first section describes the early 19th-century Newcastle Commission's efforts to design a system of sound and cheap elementary education for everyone. The interest and activity generated in the late 19th century carried over to the 20th century, culminating in the Reform Act of 1944, which provided free secondary education for all students. The act also provided grammar schools for the less able and technical schools for those with manual skills. For many years, the "eleven plus" examination separated children at age 11 into grammar schools for the bright and secondary modern schools for the rest, who tended to leave as soon as they were legally able. The 1988 Education Reform Act mandates a national elementary and secondary school core curriculum of 10 subjects featuring certain attainment targets. Allied to this curriculum

are six cross-curricular education themes: education for mutual understanding; cultural heritage; health education; information technology; economic awareness; and career education. The reform act also mandates formal assessment and reporting of progress at ages 7, 11, 14, and 16. The reform act emphasizes local control, open enrollment, and changes in tertiary education. Contemporary literature reflects both mild praise and harsh criticism of Britain's recent educational reforms. (26 references) (MLH)

ED 343 248 EA 023 800

Pfau, Richard H.
The Culture of the Workplace in Botswana: Implications for Management Training and Research.

PUB DATE- 26 Jan 91
NOTE- 30p.; Paper presented at the Annual Meeting of the Botswana Educational Research Association (Gaborone, Botswana, January 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Cultural Context; Cultural Differences; Developing Nations; Higher Education; Leadership Styles; *Management Development; *Professional Development; *Social Values; *Work Environment
IDENTIFIERS- *Botswana

Information about the values of workers in Botswana is provided in this paper in order to formulate a basis for more effective management education, research, and practice. Questionnaires were administered to 158 persons from Botswana (i.e., Batswana) who attended the Institute of Development Management (IDM) during 1985-89. Their responses were compared to those who attended courses between 1987 and 1990: 35 IDM students from Lesotha (Basotho), 30 IDM students from Swaziland (Swazi), and 31 American Peace Corp trainees. Responses given by persons from Botswana, Lesotha, and Swaziland differed from those of Americans with regard to perceptions of an ideal job, managerial preferences, power distance, individualism/collectivism, and interpersonal relationships. Given the differences between Americans and Batswana in individualism, power distance, and several other values, the relevance of some American management theories for Botswana is doubtful. A conclusion is that research is needed to make management education and practice more congruent with the realities of cultural value systems within Botswana and other African countries. Eight tables making up more than half the document provide summary responses to questions on the survey form. (LMI)

ED 343 249 EA 023 803

Krepel, Thomas L.; And Others
The National Goals for Education: Challenges in Policy, Measurement, and Research.
PUB DATE- Aug 91
NOTE- 29p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (45th, Fargo, ND, August 11-16, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Agenda Setting; *Educational Assessment; *Educational Objectives; *Educational Policy; Elementary Secondary Education; Excellence in Education; *Policy Formation; *Professional Associations; Public Policy
IDENTIFIERS- *National Education Goals 1990

Proceedings of a symposium of professors of educational administration that focused on concerns about the Bush Administration's six national educational goals are described in this paper. Attention was given to policy, measurement, and research implications. Policy concerns include the objectives' exclusionary development process, lack of a clear problem statement, the representation of simultaneous centralization and decentralization of education, and violation of traditional policy models. Measurement problems of the objectives involve a lack of coordination among educational groups, reliability and validity, lack of consensus on a conceptual model, failure to utilize a broad approach, cost, links to allocation decisions, reporting and interpretation, the subject population, and poorly defined standards of performance. A major implication for research is that most reforms have failed due to the lack of a sound research base before implementation; another obstacle is funding. A conclusion is that the educational community of educational administration professors must become involved in defining and implementing national educational goals. (20 references) (LMI)

ED 343 250 EA 023 805

Role of School Development Plans in Managing School Effectiveness. Management of Educational Resources: 5.

PUB DATE- 91
NOTE- 31p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; *Educational Assessment; *Educational Objectives; *Educational Planning; Educational Quality; Elementary Secondary Education; Foreign Countries; Institutional Evaluation; Program Implementation; *School Effectiveness; *Self Evaluation (Groups)
IDENTIFIERS- *Scotland

This paper develops further the ideas contained in two earlier reports, Effective Secondary Schools (1988) and Effective Primary Schools (1989), and recommends a systematic approach to the management of school effectiveness through using a school development plan. The purpose of the paper is twofold: to present and explain the role of the school development plan in managing school effectiveness; and to show how performance indicators which have been developed specifically for use in education can contribute to quality assurance and self-evaluation in schools. Quality assurance encompasses all aspects of school life; it includes ensuring the continuing effectiveness of established good practices as well as the smooth and systematic introduction of new ones. The school development plan is suggested as an important enabling mechanism, by means of which today's changes, such as the 5-14 development programme, or staff development and appraisal, can be introduced in a planned and sensitive manner, while yesterday's changes are considered and improved on and tomorrow's are recognized as having their place. The first chapter describes the school development plan and discusses its advantages. Chapter 2 highlights components of the plan's objectives section, and chapter 3 presents a framework for the audit section and audit process. Guidelines for the plan's development section--an outline of priority projects--are offered in the fourth chapter. The role of the head teacher in ensuring action is described in chapter 5, with attention to interaction with staff, parents, the school board, and community. Appendices contain sample outlines of school development plans, an example of a performance indicator, guidelines for school self-evaluation, and 10 selected sources for further reading. (LMI)

ED 343 251 EA 023 808

Walters, Donald L.

Inequalities in Pennsylvania School Finance.

PUB DATE- Feb 92

NOTE- 29p.; Paper presented at the Annual Meeting of the Pennsylvania Educational Research Association (Philadelphia, PA, February 27-28, 1992).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- *Educational Equity (Finance); Educational Finance; Elementary Secondary Education; *Equalization Aid; *Expenditure per Student; Fiscal Capacity; Property Taxes; *Public Schools; *School District Spending; *Tax Effort

IDENTIFIERS- *Pennsylvania

Findings from a study that determined the degree of difference that exists in educational expenditures per pupil in Pennsylvania public school districts are presented. Specifically, the study compared districts with the highest and lowest expenditures and suburban with urban districts on the basis of expenditures, enrollment, revenue, wealth, local tax effort, and location. Financial and enrollment data were extracted from reports compiled and issued in February 1991 by the Pennsylvania Department of Education. Findings indicate that the differences are more pronounced between the largely suburban and rural schools than between a wealthy suburban area and its urban neighbor. The differences support the conclusion that inequalities exist in Pennsylvania school district financing. Reliance on the local property tax for revenue contributes to the unequal distribution of resources for education. However, unequal expenditures do not necessarily mean educational inequities; differences in terms of a value system or set of priorities must be assessed. Five tables and one figure are included. The names of the school districts in the top 25 of expenditures and in the bottom 25 are listed. (14 references) (LMI)

ED 343 252 EA 023 810

Guskey, Thomas R.
The Importance of Focusing on Student Outcomes.
PUB DATE- Nov 91
NOTE- 12p.; Excerpt of keynote address presented at the Annual Meeting of the North Central Association of Colleges and Schools (96th, Chicago, IL, May 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Educational Improvement; *Educational Objectives; Elementary Secondary Education; *Outcomes of Education; *Student Development; *Student Improvement

Guidelines for and obstacles to focusing on student learning outcomes as the primary educational goal are presented in this paper. Five obstacles that impede the focus on student outcomes are the beliefs that: learning should be normally distributed; education's purpose is to select talent; the purpose of testing is for evaluation only; curriculum and instruction are ends in themselves; and specifying outcomes diminishes the creative process. Guidelines for improving student learning include: (1) think big, start small; (2) utilize teamwork; and (3) focus on success. (9 references) (LMI)

ED 343 253 EA 023 811

Flanigan, J. L.; And Others
A Process Model of Principal Selection.
PUB DATE- Apr 89
NOTE- 22p.; Paper presented at the Annual Meeting of the National Danforth Conference for the Preparation of School Principals (Norman, OK, April 9-12, 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Qualifications; *Administrator Selection; Elementary Secondary Education; Guidelines; Models; *Personnel Selection; *Principals; Recruitment

A process model to assist school district superintendents in the selection of principals is presented in this paper. Components of the process are described, which include developing an action plan, formulating an explicit job description, advertising, assessing candidates' philosophy, conducting interview analyses, evaluating response to stress, and assessing references. The implementation of this model in several Kentucky school systems indicates initial success. School systems are encouraged to adopt systematic, rational means for principal selection. One figure illustrating the model is included. (46 references) (LMI)

ED 343 254 EA 023 812

George, Paul S.; And Others
The Middle School--And Beyond.
PUB DATE- 92
NOTE- 175p.

LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; Instructional Leadership; Intermediate Grades; Junior High Schools; *Leadership Responsibility; *Middle Schools; Student Needs; *Teacher Student Relationship

Although the middle school movement has been around for decades, it is still new in many places. The middle school concept has been adopted for several reasons: (1) to use as a tool for desegregation; (2) to cope with changing demographics and exploding enrollments; and (3) to meet state funding requirements. The revived middle school movement of the 1990s has a particularly important goal: to address the special learning needs of students at a crucial stage in their development as they prepare for a future that is changing fast. This book gives examples of how middle schools from coast to coast are achieving their goals by integrating the curriculum, accommodating diversity, emphasizing a close-knit school community, and creating the kinds of learning experiences that breed excellence. Seven chapters focus on various middle school values and practices: (1) "Toward the Middle School" discusses the evolution from junior high schools to the middle school; (2) "Teachers and Students" evaluates relationships and results; (3) "Middle School Organization" discusses values underlying practices; (4) "Middle School Organization" discusses how practices reflect values; (5) "Letting Go" shows visions of the middle school curriculum; (6) "Middle School Leadership" evaluates school and district leadership roles; and (7) "Beyond the Middle School" suggests the application of middle school decision-making in high schools and beyond. (186 references) (LAP)

ED 343 255 EA 023 813

Ward, James Gordon, Ed.; Anthony, Patricia, Ed.
Who Pays for Student Diversity? Population Changes and Educational Policy. Twelfth Annual Yearbook of the American Education Finance Association, 1991.
PUB DATE- 92
NOTE- 282p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Cultural Differences; *Demography; *Educational Finance; *Educational Policy; Educational Practices; Educational Trends; Elementary Secondary Education; Hispanic Americans; Minority Groups; Politics of Education; *Population Trends; *Public Policy; Public Schools; Rural to Urban Migration; School Statistics; Special Needs Students; Student Needs; Urban Schools; Yearbooks
IDENTIFIERS- *Diversity (Student)

Issues of finance undergird all education policy decisions, and demographic changes have clear financial impact. This edited volume outlines demographic trends, focuses on minority and other special student populations in urban and rural settings, and relates the findings to policies. Contained in the book are the following papers: (1) "The Power of Demographic Change: Impact of Population Trends on Schools" (James Gordon Ward); (2) "Diversity in Urban Schools" (James G. Cibulka); (3) "Youth Migration from Rural Areas" (Emil J. Haller and David H. Monk); (4) "Economic and Demographic Dimensions of National Education Policy" (Deborah Verstegen); (5) "Special Needs Students: A Generation at Risk" (David C. Thompson); (6) "Rising Hispanic Enrollments: A New Challenge for Public Schools" (Concetta Raimondi Hyland); (7) "Cultural Diversity and Political Turmoil: The Case of School Finance in Texas" (William E. Sparkman and Trudy A. Campbell); (8) "Rapid Growth and Unfulfilled Expectations: Problems for School Finance in Florida" (R. Craig Wood and David S. Honeyman); (9) "Demography, Diversity, and Dollars: Rethinking School Finance Policy in California" (Julia E. Koppich); (10) "Population Shifts and Policy Changes: Effects on School Funding in Illinois" (G. Alfred Hess, Jr.) (11) "Tipping the Scales from Inequality to Inequity" (William Edward Eaton); and (12) "Schools and the Struggle for Democracy: Themes for School Finance Policy" (James Gordon Ward). References follow each chapter. The appendix lists the American Education Finance Association Board of Directors, 1991-92. An index is appended. (MLF)

ED 343 256 EA 023 814

Flanigan, J. L.; And Others

A Survey of Universities Offering a Doctorate in Educational Administration.

PUB DATE- Aug 89
NOTE- 20p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Tuscaloosa, AL, August 12-18, 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Education; College Faculty; *Doctoral Degrees; *Doctoral Programs; *Educational Administration; *Graduate School Faculty; *Graduate Students; Graduate Study; Higher Education
IDENTIFIERS- *United States (South Central)

Findings from a survey of universities offering doctorates in educational administration are presented in this paper. Questionnaires mailed to 40 universities in the south central United States elicited 28 responses, a 70 percent response rate. Findings indicate that no clearly defined methods existed to distinguish educational administration faculty positions from those that overlapped with other departments. Although faculty expertise was characterized by diverse specialization, a common core of faculty experience appeared to exist within each educational administration program. A majority of the universities provided some financial assistance to full-time doctoral students in administrator education. Finally, full-time faculty/student and part-time faculty/student ratios were inversely distributed. Eight tables and one figure are included. (LMI)

ED 343 257 EA 023 815

Flanigan, J. L.; And Others
The Tax Reappraisal Merry-Go-Round.
PUB DATE- Aug 89
NOTE- 10p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Tuscaloosa, AL, August 12-18, 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Court Litigation; *Educational Equity (Finance); Elementary Secondary Education; *Finance Reform; Fiscal Capacity; Politics of Education; Property Taxes; State Courts; *State Legislation; *Tax Allocation; Tax Effort
IDENTIFIERS- *West Virginia

The history of and issues involved in the implementation of a tax appraisal program in West Virginia are highlighted in this paper, with a focus on taxation litigation since 1975. Efforts of the state legislature to implement a uniform tax system since the 1982 "Recht Decision," which found the state school funding system to be unconstitutional, are described. A conclusion is that the tax appraisal program designed to alleviate the woes of elementary and secondary public school funding is no closer to implementation than it was in 1982. Many attempts have been made to satisfy the "Recht" decision, but the controversial issue is yet to be resolved. (16 references) (LMI)

ED 343 258 EA 023 816

Witten, D. W.; And Others
An Analysis of Administrative Computer Use by Secondary
Principals in Kentucky.
PUB DATE- 90
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Characteristics; *Computer Literacy; Computer Oriented Programs; *Computer Uses in Education; *Educational Administration; *Principals; Professional Development; Secondary Education
IDENTIFIERS- *Kentucky

Findings from a study to determine the status of computer use by secondary principals in Kentucky are presented in this paper. Data were derived from responses of 154 principals to a statewide survey. Findings indicate that a majority of the principals were uninformed and poorly trained to use computers in the management of their schools. The result of this lack of information and training revealed a situation where computers were, at best, being used haphazardly and inefficiently. There was also a very evident lack of planning and commitment to computer use. A major obstacle was a lack of funding for computer software and hardware. Mandatory training and inservice education for existing and future principals are recommended. Eight tables present statistical results. (14 references) (LMI)

ED 343 259 EA 023 817

Bradford, James C., Jr.
Year-Round Schools: A National Perspective.
PUB DATE- Dec 91
NOTE- 10p.; For related documents, see EA 023 818-819.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; *Extended School Year; *Flexible Scheduling; *Outcomes of Education; Public Schools; Quarter System; *School Schedules; Vacations; *Year Round Schools

A rationale for restructuring American education through changing the school schedule is presented in this paper. The following issues are addressed: the national status of year-round education; meeting children's needs; school year calendars in Europe, Japan, and Russia; and school calendar options. Arguments for year-round schooling are that it provides continuous learning, reduces teacher burnout, is compatible with the American family lifestyle, and is supported by the business community. The quarter system that was implemented at the high school level in Buena Vista, Virginia, is briefly described. A conclusion is that choice should be based on individual school district needs. (LMI)

ED 343 260 EA 023 818

Bradford, James C., Jr.
Year-Round Schooling: A School for All Seasons at the Secondary Level.
PUB DATE- 90
NOTE- 14p.; For related documents, see EA 023 817 and EA 023 819.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Extended School Year; *Flexible Scheduling; High Schools; Outcomes of Education; *Program Evaluation; Public Schools; *Quarter System; School Schedules; *Year Round Schools
IDENTIFIERS- *Buena Vista City Public Schools VA

Outcomes of a four-quarter extended school year plan implemented in a Buena Vista City, Virginia, high school in 1973 are described in this paper. (The school year was divided into three 60-day quarters; each quarter is an independent unit. The tuition-free fourth or summer quarter is voluntary.) The approval process, program objectives, structure, and financial considerations are described. The most expensive components include instructional salaries, air conditioning, and student materials. Savings are apparent when the cost of the extended school year is compared to that of a full year's instruction when a student fails and must repeat a grade. Other implementation considerations include revising the teaching calendar, student report cards and scholastic records, and curriculum. A 10-year evaluation conducted in 1987 by the school board found the following outcomes: increased facility utilization, pupil attendance, standardized achievement scores; decreased dropout rate; and positive evaluations by students and faculty. (LMI)

ED 343 261 EA 023 819

Bradford, James C., Jr.
A National Model: A Voluntary Four-Quarter Plan at the High School Level.
PUB DATE- Feb 92
NOTE- 11p.; Paper presented at the Annual Meeting of the National Association for Year-Round Education (23rd, San Diego, CA, February 8-13, 1992). For related documents, see EA 023 817-818.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Extended School Year; *Flexible Scheduling; High Schools; Outcomes of Education; *Program Evaluation; *Quarter System; School Schedules; *Year Round Schools
IDENTIFIERS- *Buena Vista City Public Schools VA

A four-quarter extended school year plan in Buena Vista, Virginia, high schools is described in this paper. The voluntary program is composed of 3 quarters totaling 150 instructional hours, with an optional summer quarter. Advantages of the program include community/business support and student opportunities for remediation and acceleration. Outcomes have included improved standardized test scores, cost savings, teacher and student satisfaction, and a decreased dropout rate. Faculty (92%) and students (88%) support institutionalization of the extended year. A majority of faculty and students reported no effect on student extracurricular activities and family vacations. (LMI)

ED 343 262 EA 023 820

Fox, James

The Impact of Research on Education Policy. Working Paper.

PUB DATE- Mar 90
NOTE- 62p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adoption (Ideas); Early Childhood Education; Educational Innovation; *Educational Policy; *Educational Practices; *Educational Research; *Effective Schools Research; Elementary Secondary Education; Excellence in Education; Government Publications; *Research and Development; Research and Development Centers; *Theory Practice Relationship; Thinking Skills

Numerous documented examples are presented of how research has contributed to the development of constructive education policies and practices throughout the country. Part 1 discusses the use of research in California, South Carolina, Florida, and Connecticut. Also described are the efforts of specific organizations that are using research to reform education policies. The Education Testing Service is revising the National Teachers Examination; the Education Commission of the States is working to improve secondary schools; and the Carnegie Council on Adolescent Development is influencing the middle grades. Part 2 describes three broad uses of research to influence education policy: (1) the effective schools research; (2) studies of early childhood education; and (3) research on higher order thinking. Also cited are the research-backed education reforms of raising student standards, evaluating teacher quality, and restructuring schools. This section closes by documenting the impact of several major federal research programs as well as studies sponsored through the National Conference of State Legislatures. Part 3 discusses lessons that can be learned about the impact of research on education policy development; describes how research can be most helpful; and makes recommendations for the federal educational research and development system. (169 references) (MLF)

ED 343 263 EA 023 822

Conley, David T.

Lessons from Laboratories in School Restructuring and Site-Based Decision-Making: Oregon's '2020' Schools Take Control of Their Own Reform.

PUB DATE- Mar 91

NOTE- 69p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Change Strategies; Educational Innovation; Elementary Secondary Education; Grants; *Pilot Projects; *Professional Development; Program Implementation; *School Based Management; *School Restructuring; *State Legislation; Theory Practice Relationship

IDENTIFIERS- *House Bill 2020 (Oregon 1987); *Oregon

In 1987, the Oregon Legislature passed House Bill 2020, the School Improvement and Professional Development Program. Designed to encourage innovation and professional development in a select number of Oregon schools, this act was intended to upgrade educational quality and create models for other state schools. Rather than evaluating program success or individual school efforts, this Bulletin examines the 2020 schools as "living laboratories" that demonstrate how educators are translating the rhetoric of site-based decision-making and school restructuring into action. The Bulletin begins by discussing the 2020 grant process, its objectives, procedures, and requirements. Chapter 2 describes how the analysis of goal statements was carried out for the 51 schools awarded grants for the 1990-91 school year. Chapter 3 discusses grant proposal content derived from current analysis performed on all new and continuation grants funded for 1990-91, interviews with principals and site committee members at 14 selected sites, and more intensive onsite work at several 2020 schools. Chapter 4 relates these findings to current research and policy discussions on site-based decision making and school restructuring. The final chapter discusses pitfalls to school restructuring gleaned from this research and from observations nationwide. An appendix lists names and addresses of participating schools. (50 references) (MLH)

ED 343 264 EA 023 823

Liontos, Lynn Balster
Social Services and Schools: Building Collaboration That Works.
PUB DATE- Nov 91
NOTE- 49p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Agency Cooperation; *Change Strategies; Elementary Secondary Education; High Risk Students; *Leadership Responsibility; Public Schools; Resistance to Change; School Community Relationship; School Districts; School Responsibility; *Social Services; *Student Needs; Student Problems
IDENTIFIERS- *Partnerships in Education

Public schools and social service agencies often serve the same clients and have some of the same goals. To achieve many of the goals that each sector is placing on its own reform agenda, complementary action is a must. For this publication, 13 interviews were conducted with both educators and social workers who have gained experience with the tasks of initiating, leading, and building support for collaboration. Their ideas and advice are intended to serve as a guide for all who are presently involved in collaboration between schools and social services or who want to begin such relationships. Chapter 1 looks at the first question many schools or agencies ask about collaboration: "Whose responsibility is it?" Perhaps the central part of the collaborative process is determining how to go about establishing relationships between schools and agencies, which is the subject of chapter 2. Chapter 3 deals with the fears and problems that can arise in collaboration and how these barriers can be overcome. Chapter 4 addresses leadership, ownership, and responsibility, and examines how these three areas are linked. A list of the persons interviewed is appended. (21 references) (MLF)

ED 343 265 EA 023 824

Bridges, Edwin M.; Hallinger, Philip
Problem-Based Learning in Medical and Managerial Education.
PUB DATE- Sep 91
NOTE- 22p.; Paper presented at the Cognition and School Leadership Conference of the National Center for Educational Leadership and the Ontario Institute for Studies in Education (Nashville, TN, September 26-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Education; *Decision Making Skills; Higher Education; Information Utilization; Learning Strategies; *Learning Theories; *Management Development; Medical Education; *Professional Development
IDENTIFIERS- *Problem Based Learning

A proposal that calls for increasing the relevance of administrator preparation by applying a problem-based learning approach is offered in this paper. A review of literature on problem-based learning (PBL) in medical education concludes that, compared with traditional programs, PBL yields superior or equivalent results on a variety of outcome measures. Eight design issues for PBL programs are identified next: incorporation of PBL into the curriculum; selection and definition of problems; identification of goals for educational administrators; components of small learning groups; the extent of program pre-structuring; evaluation; student orientation; and faculty preparation. A research agenda is proposed to determine the effectiveness of the various species of PBL in achieving the different goals of managerial education. Criteria for measuring independent and dependent variables are also suggested. Encouragement is offered to educators to tackle the challenges inherent in moving from a traditional to PBL approach. (28 references) (LMI)

ED 343 266 EA 023 826

Bogotch, Ira E.; Riedlinger, Brian
Differences between New and Experienced Principals within an Urban School System.
PUB DATE- Nov 91
NOTE- 19p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Lexington, KY, November 13-15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- Administrator Characteristics; Elementary Secondary Education; Job Satisfaction; *Principals; Quality of Working Life; *Role Conflict; *School Administration; Socialization; *Stress Variables; *Urban Schools

Findings from a comparative study of new and experienced urban principals that examined variables associated with work-related stress and role conflict are presented in this paper. A total of 27 male and female principals in a large, urban school district in the South were surveyed--13 first- and second-year principals and 14 experienced principals. Findings indicate that each group shared desired time priorities, actual time allocations, and general job satisfaction. Experienced principals reported greater role conflict, especially in central office interactions. A conclusion is that new principals enter the school system already socialized, with little role ambiguity. Recommendations are made for creating district-centered professional development programs and for redefining the central office/principal relationship. Two tables are included. (17 references) (LMI)

ED 343 267 EA 023 827

School Safety Project: Product Evaluation, 1990-1991.

PUB DATE- Jul 91
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Crime; Crisis Intervention; Delinquency; Elementary Secondary Education; Prevention; Program Evaluation; *School Safety; *School Security; *Security Personnel; *Vandalism; Violence
IDENTIFIERS- *Saginaw City School System MI

A districtwide school safety project implemented in Saginaw, Michigan, in 1990-91, the third year of its operation, is evaluated in this report. The project is evaluated on the basis of the following objectives: employment and training of home-school liaison officers; establishment of an advisory council; development and implementation of school-based initiatives; and reductions in violence and vandalism. A review of records indicated that the first three objectives were met; however, the fourth was not. Reports of criminal or delinquent acts increased by 47 percent. The increase may be attributed to a normal cyclical pattern and increased probability of reporting. Recommendations for improvement include establishing documentation procedures for training sessions, measuring student/staff perceptions of violence levels, and developing basic security plans for each school level. Appendices, comprising about half the document, contain topics addressed in the training programs and council meetings, and a cost analysis for 1990-91. A table of violence and vandalism statistics is also included. (LMI)

ED 343 268 EA 023 829

Keefe, James W.; And Others
School Restructuring. A Leader's Guide. A Special Report of the NASSP Commission on Restructuring.
PUB DATE- 92
NOTE- 71p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Change Strategies; *Educational Change; *Educational Improvement; House Plan; Intermediate Grades; Junior High Schools; Leadership; Middle Schools; Needs Assessment; *Principals; School Organization; *School Restructuring; Secondary Education

Developed as a guide for school leaders faced with the task of restructuring a school, this guide is a comprehensive look at the notions of restructuring and reform. It provides a comprehensive definition of restructuring, three outstanding representative examples, and a systematic process for implementing and managing change. Written to provide school leaders with an overview of restructuring, Chapter 1 discusses the forces for change and the change process. A table illustrates the Developmental Staging Plan for Restructuring a School that shows the progress from a custodial to an effective to a restructured school in terms of 14 selected factors. Chapter 2 offers a comprehensive description of the National Association of Secondary School Principals (NASSP) restructuring definition in terms of related elements and implementation strategies. Chapters 3, 4, and 5 present three different but compatible designs for reorganizing a middle or high school. These consist of the Learning Environments Consortium, the Coalition of Essential Schools, and the Center on Organization and Restructuring of Schools. Chapter 6 summarizes specific steps that a principal can take in reforming the direction of the school. The appendices contain models and documentation to support the change process. (72 references) (MLF)

ED 343 269 EA 023 830

Packard, Richard D.; Dereshiwsky, Mary I.

Innovative Educational Restructuring for America 2000: Time To Bury Political Bureaucracies and Begin Systematic Assessment, Profiling & Technological Improvement of School Organizations.

PUB DATE- Nov 92
NOTE- 36p.; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (16th, Houston, TX, November 22-26, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Bureaucracy; Change Strategies; Educational Change; Elementary Secondary Education; *Evaluation Research; Goal Orientation; *Holistic Approach; *Organizational Effectiveness; *Politics of Education; *School Organization; *School Restructuring; Systems Approach

Despite current interest with the concept of the "New American School" model discussed in "America 2000," school systems continue to approach educational reform and restructuring by tinkering with key organizational components in isolation. The total school organization requires assessment and profiling to determine which key components are drags on efficient and effective increases in the goal of student achievement. Arguments, fighting, interest-group power-plays, and politics do not accomplish discovery and application of already-known ways to improve organizational effectiveness. The path to positive restructuring and reform is through use of the latest available technology and qualitative/quantitative evaluation research procedures. To accomplish organizational assessment from the ground up requires the innovative, validated, and holistic model described in this paper. The process, procedures, and outcomes involved with readiness assessment, profiling, and improvement planning correspond to exhibits A through F and include: (1) adopting an assessment model; (2) identifying key organizational factors; (3) organizational profiling; (4) reporting results of organizational research; (5) improvement planning; and (6) prioritizing factors. Every component and function of educational organizations must be held accountable for the goals of student learning and development. Exhibits A through F are included. (17 references) (MLH)

ED 343 270 EA 023 831

Working Together for Drug-Free Schools & Communities: A Drug-Free School Zone Guide.

PUB DATE- 91
NOTE- 42p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Cooperation; *Cooperative Planning; *Cooperative Programs; *Drug Abuse; Drug Legislation; Drug Use; Elementary Secondary Education; Prevention; *School Community Relationship; State Action; *Statewide Planning
IDENTIFIERS- *Drug Free Schools; *New York

A framework for New York communities interested in establishing drug-free school zones is provided in this guidebook. Chapters 1-4 present background information to familiarize the reader with drug-free school zones, relevant alcohol and drug abuse policies and concepts, and school/community partnerships. Chapters 5 and 6 offer guidelines for the implementation of drug-free school zones, such as strategies for prevention, enforcement, community education, and agency involvement and coordination. Chapter 7 outlines strategies and activities that foster community support. Two figures illustrate action plan components and the action plan development process. Appendices contain the Drug Free School and Communities Act of 1986 (sections 5122 and 5145), New York State penal law, lists of statewide and other resources, and a sample resolution. (7 references) (LMI)

ED 343 271 EA 023 832

Federal Legislation and Education in New York State.
PUB DATE- 92
NOTE- 68p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; Educational Change; *Educational Improvement; Educational Technology; Elementary Secondary Education; *Federal Government; *Federal Legislation; *Federal State Relationship; *Government Role; Handicap Discrimination; Higher Education; Working Hours
IDENTIFIERS- America 2000; *New York

Every year, the University of the State of New York and the State Education Department present to the members of Congress and the Federal Administration their analysis of key education issues and proposals for related legislation. This 1992 edition focuses on four main issues: (1) promoting technology as an integral part of teaching and learning; (2) reauthorizing the Higher Education and Rehabilitation Acts; (3) implementing national education reform based on the goals embodied in the America 2000 program, the New York State Compact for Learning, and the reform efforts of other states; and (4) building a strong national education research program. Recommendations are provided for the reauthorization of both the Higher Education Act and the Rehabilitation Act. Youth apprenticeship programs are suggested as a necessary means to keep up with changing industrial and business needs. A brief review of problems concerning working students and labor laws suggests the need for a single, comprehensive set of laws and regulations that would allow educators to make decisions regarding work and students. Several recommendations are given to continue current federal tax incentives promoting education, job development and cultural awareness. Critical areas in education research and development, and cultural service institutions are targeted. An appendix includes a chronological list of significant dates of federal involvement in education. (LAP)

ED 343 272 EA 023 834

Bailey, William J.
School-Site Management Applied.
PUB DATE- 91
NOTE- 188p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; Administrative Principles; Change Strategies; Collegiality; *Decentralization; Elementary Secondary Education; Program Implementation; *School Based Management; *School Restructuring; *Teamwork
IDENTIFIERS- *Empowerment; *Professionalism

Incorporating school-site management into the nation's educational systems will demand wholesale changes involving the very structure and organization of schools. Aimed at practitioners desiring to implement school-based management (SBM), this book is organized into chapters designed to enhance the sequential phases of application. Chapter 1 discusses the rationale behind decentralization, based on past lessons gained from educational innovation, school effectiveness studies, national commission reports, and the public school choice movement. Chapter 2 describes the advantages of local control and presents management techniques to implement and enforce decentralization. Chapter 3 covers planning and role change issues involved with implementing a system of schools to replace the outdated education bureaucracy. Chapter 4 tells how to develop a clan-like climate among staff members for building a winning team; while chapter 5 is directed at specific techniques to empower teachers and provide for collegial controls. Chapter 6 explains how to integrate accountability into a decentralized governance systems and chapter 7 presents questions most frequently asked of those supporting school-based management. The answers provided are designed to help administrators and change agents apply decentralization and assure those harboring doubts about SBM's effectiveness. A bibliography of several pages is included. (MLH)

ED 343 273 EA 023 835

Fleming, J. R.
Year 2000 Reforms--Development and Implementation--The B.C. Case.
PUB DATE- Dec 91
NOTE- 13p.; Paper presented at the Annual Meeting of the International Congress for School Effectiveness and Improvement (Victoria, British Columbia, Canada, January 2-5, 1992).
LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; Educational Improvement; *Educational Objectives; Elementary Secondary Education; *Excellence in Education; Foreign Countries; Outcomes of Education; *School Restructuring; *State Programs; Statewide Planning
IDENTIFIERS- *British Columbia

Objectives and components of British Columbia's Year 2000 program are described in this paper. Purposes of the program are to develop educated citizens and a learner-focused system. The curriculum acknowledges the many influences on learning and the multifaceted spheres of literacy. The restructuring of basic programs--primary (K-3), intermediate (4-10), and graduation (the remaining years)--is described. Some program characteristics include continuous learning, a focus on learning outcomes, development of a learner profile, and parent communication. Two figures are included. (LMI)

ED 343 274 EA 023 837

School Breakfast Score Card.

PUB DATE- Feb 92
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Breakfast Programs; *Child Health; Disadvantaged Youth; Elementary Secondary Education; Federal Aid; *Federal Programs; *Nutrition; State Action

The School Breakfast Program supplies federal funds to schools and residential child care institutions who provide breakfasts to children. This status report compares the performances of states to each other and to the nation as a whole in school breakfast participation. States are grouped in categories of the 10 top- and bottom-ranked participants. The first section examines overall outcomes, offering a snapshot of school breakfast participation by schools and low-income students in each state. Recent accomplishments are presented in the second section, which measures progress made during 1990-91 in expanding breakfast programs in schools and in serving low-income students. Section 3 focuses on state efforts by indicating states' use of four tools for program expansion--state mandates, state funding, federal startup funds, and direct certification. The fourth section focuses on evaluation, rating the states' performances in the preceding three sections. Eight tables are included. (LMI)

ED 343 275 EA 023 838

Education Is Iowa's Future: The State Plan for Educational Excellence in the 21st Century.

PUB DATE- Jan 92
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Change Strategies; Community Colleges; Community Involvement; *Curriculum Development; Curriculum Enrichment; *Educational Planning; *Educational Trends; Elementary Secondary Education; *Futures (of Society); Health Services; Leadership Training; Preschool Education; Staff Development; Two Year Colleges
IDENTIFIERS- *Iowa

The education of today's Iowa students does not provide them with the technical skills that will be demanded by nearly every work place. Neither does it provide them with sufficient ability to analyze complex information to make increasingly difficult social, political, or life decisions. This plan encourages and guides the reconstruction of Iowa's system of education. The concepts in this plan were developed by a Strategic Planning Council composed of 45 Iowans (educators, parents, business people, board members, and trustees). Four closely related goals provide the framework of this plan: (1) to increase the level of learning and achievement of all students to their maximum potential; (2) to increase the productivity and capacity of human resources in the state's education system; (3) to transform the education system at the building, district, area, and state levels to support the teaching and learning process; and (4) to provide leadership to improve Iowa education through systematic planning and quality assurance. The objectives in each section are grouped as they apply to the three major components of the education system governed by the state board: elementary/secondary schools; community colleges; and vocational rehabilitation. (LAP)

ED 343 276 EA 023 839

The Annual Condition of Education Report: A Report on Elementary and Secondary Education in Iowa.
PUB DATE- Nov 91
NOTE- 71p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Academically Gifted; Advanced Placement Programs; *Educational Assessment; Educational Finance; Elementary Secondary Education; Enrollment; High Risk Students; *Outcomes of Education; Public Schools; School District Reorganization; Special Education; *State Legislation; *State Standards; Teacher Background; Teacher Salaries; Vocational Education
IDENTIFIERS- *Indicators; *Iowa; National Education Goals 1990

Public education in Iowa was created through community initiatives and continues to rely heavily on the public for support and direction. This report is designed to keep the public informed of the current condition of education as well as issues that may have an impact on education. It provides a comprehensive view of kindergarten through 12th-grade education. Three types of indicators are described: (1) input indicators, which are somewhat fixed by outside constraints (such as student population, the value of existing land and real estate, and the financial aid formula); (2) process indicators, which can be controlled or varied to some extent by school districts (such as specific policies, program design and development, and expenditure allocations); and (3) outcome indicators, which result from planned educational programs of the school district (such as student achievement and attendance rates). The most current information is compared to information for the 1985-86 school year and to that for the year 1990. A section entitled "Reform Initiatives" describes a few of the initiatives implemented to ensure quality and expand educational opportunities in the state. Several indicators are treated extensively in textual and tabular form: pupil outcomes, enrollment, finance, staff, and program (curriculum). Appendix A presents Iowa's standing relative to the nation on selected indicators (nine tables). Appendix B is the executive summary of Iowa's Progress Toward the National Education Goals. (LAP)

ED 343 277 EA 023 840

Hart-Landsberg, Sylvia; And Others
Teacher Collaboration and Constraint: Quantitative Ethnographies of Two Middle Schools. Final Report.
SPONS. AGENCY- U.S. West Advanced Technologies, Portland, OR.
PUB DATE- Jun 91
NOTE- 124p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cooperation; *Information Technology; *Intergroup Relations; Intermediate Grades; Junior High Schools; Middle Schools; Parent School Relationship; Teacher Alienation; Teacher Motivation

Successful collaborative efforts depend upon an efficient workgroup communication network. With the continuing evolution of powerful information and communication technologies, designers are facing the challenge of fitting these technologies to organizational and workgroup structures and workstyles. The goals of this project are to use previous research on workgroups in selected occupations and apply it to teachers at two middle schools in order to learn about their collaboration and the ways technologies can be designed to support them. The changing roles of teachers have direct implications for product development and marketing strategies in four areas. First, overburdened by large class sizes and the expanding social needs of their students, teachers have a need to share and coordinate ideas and information which new and existing technologies can address. Second, the social needs of students overflow into every aspect of the teacher's workday. A combination of new and existing communication and information technologies could help teachers to contact parents and social service providers. Third, education, social conditions, and political attitudes are converging. Technology will aid in coordinating this blend of needs resulting from the complex communicative problems involved. Finally, integrating education with other social services will focus on the child in market and product strategies, which may be particularly successful in the new educational environment. (90 references) (64 tables) (LAP)

ED 343 278 EA 023 842

Mussatti, David J.
Year-Round Education: Calendar Options.
PUB DATE- 92
NOTE- 39p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; Enrollment; *Extended School Year; *Flexible Scheduling; Quarter System; *Scheduling; Trimester System; Vacation Programs; *Year Round Schools

The most commonly used calendar cycles are described in this paper, with a focus on the advantages and disadvantages of each. Calendar options include the following plans: 45-15 block and staggered, flexible 45-15, 60-20 block and staggered, 90-30 staggered, Concept 6, 60-15, Concept 8, trimester, quinmester, Concept 16, Concept 12, multiple access, flexible all-year, and personalized continuous year. Four variations that have not been implemented are also described: the Living Learning System; Flexi-Term Plan; Concept 7 or 9 Plan; and additional modifications. Fifteen figures and attendance patterns of the various tracks are included. National statistical summaries of public schools engaged in year-round education for the years 1990-91 and 1991-92 are presented. (LMI)

ED 343 279   EA 023 843

Schiefelbein, Ernesto
Basic Elements To Reflect on the Quality of Education in the Latin American Context.
PUB DATE- 90
NOTE- 44p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Attention Span; Curriculum Evaluation; Elementary Secondary Education; Foreign Countries; *Motivation Techniques
IDENTIFIERS- *Latin America

Extremely high failure rates in primary education, negative international comparisons, and extremely limited access to computers are some of the factors that suggest serious problems in Latin American education. There is no evidence that a suitable model is being used to reflect on the quality of education in these countries. Many isolated actions are being carried out in the region, and knowledge is not accumulated in a way policymakers can use easily. Despite this lack of coordination, some promising strategies could be identified for improving academic achievement. Psycho-motor stimulation during early childhood, time spent during first grade to prepare children for formal training, instruction in basic skills, and preparation for living are all strategies that have been proved to reduce first-grade repetition. Applying these strategies to the whole system is suggested as a means to reducing premature negative results. Students' motivation to learn may be fostered by reducing their early failure. Several strategies for extending the school year combat economic pressure on students, government regulations, and teacher work traditions. Many strategies discussed have no, or very low, costs associated with them, making it more realistic for policymakers to raise the quality of education. (LAP)

ED 343 280 EA 023 844

Roy-Singh, Raja
Educational Planning in Asia. Fundamentals of Educational Planning, No. 37.

PUB DATE- 90
NOTE- 77p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - General (140)
DESCRIPTORS- Developing Nations; *Educational Change; *Educational Development; *Educational Planning; Elementary Secondary Education; Foreign Countries; *Long Range Planning; Postsecondary Education
IDENTIFIERS- *Asia

A revitalized role of educational planning is called for in order to make education systems effective instruments for social change. This trend is persuasively articulated in the movement for educational reform currently engaging governments in several Asian countries. This booklet is an attempt to give an observer's personal assessment of the function and role of educational planning in the developing Asian countries within the last 3 decades. Educational planning is seen in the way it is carried out in the actual conditions and in the way it is embodied in plans intended for implementation. Specific countries are not dealt with on an individual basis, as the emphasis is on identifying the general trends and problems. The names of specific countries are used, however, to illustrate various points in the general framework of educational planning. A Brief history of education and educational objectives is followed by a review of the first planning mechanisms introduced in Asia. The contribution of educational planning and the problems associated with it are evaluated. The final section gives an analysis of the roles of reforms in the future of Asia's educational planning. (118 references) (LAP)

ED 343 281 EA 023 853

Pipes, Michael J.
Managing Effective Schools in a Rapidly Changing Legislative Environment (The U.K. Environment).
PUB DATE- Dec 91
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Decentralization; *Educational Change; *Educational Legislation; *Educational Policy; Elementary Secondary Education; Foreign Countries; National Programs; Public Policy; *School Effectiveness; *School Restructuring
IDENTIFIERS- *United Kingdom

The impact of new educational policies initiated by the Conservative Party leadership on school management in the United Kingdom is examined in this paper. The first part highlights the background of state-sector schools and their funding. Although no clear statement of intended policy exists, the second part outlines the following general policy objectives: decentralized accountability and cost-effectiveness; the extension of school choice; cost reductions to the lowest level; regional management; and a nationally determined "unit of resource" with local flexibility. Challenges and concerns are discussed in the third part, which include gaining community and professional support, clarifying roles, providing professional development, focusing on effectiveness, and utilizing accountability processes for school improvement. Research needs are outlined in the final part, which involve the role of headteachers, the degree of local management responsibility, professional development, and local attitudes. A conclusion is that although the provision of effective schools is a laudable aim, fundamental changes in the management of the Education Service have unsettled headteachers, teachers, and other groups. (LMI)

ED 343 282 EA 023 858

Gaustad, Joan

Making the Transition from Graded to Nongraded Primary Education.

PUB DATE- Apr 92
NOTE- 48p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Board of Education Role; *Change Strategies; Educational Change; Educational Innovation; Educational Trends; Futures (of Society); Models; *Multiunit Schools; *Nongraded Instructional Grouping; Parent Teacher Cooperation; *Primary Education; Program Implementation; Resistance to Change
IDENTIFIERS- Concerns Based Adoption Model; Multi Age Grouping; *Oregon

Nongraded primary education is the practice of teaching children of different ages and ability levels together, without dividing them or the curriculum into steps labeled by "grade" designations. Changing from graded to nongraded structure requires a major investment of time, energy, and commitment on the part of teachers and administrators. This publication focuses on the complex and delicate process of transition from graded to nongraded organization, presenting examples at local and state levels. The first chapter summarizes the elements of successful change, with special emphasis on the psychological aspects of change. Chapter 2 takes a close look at how teachers in one school are making the transition. The different approaches of three Oregon school districts to nongraded primary education are explored in chapter 3. Chapter 4 focuses on the process of transition in an entire state or province. Finally, chapter 5 discusses the options school boards have for exploring nongraded primary education or implementing a state mandate in their own districts. A list of 17 persons interviewed is appended. (24 references) (MLF)

ED 343 283 EA 023 873

Erickson, Judith B.; Lefstein, Leah M., Ed.
Indiana Youth Poll: Youths' Views of High School Life.
PUB DATE- 91
NOTE- 69p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Assessment; *Educational Environment;

Educational Quality; High Schools; *Student Attitudes; *Student Reaction; *Student School Relationship; Teacher Student Relationship
IDENTIFIERS- *Indiana

Findings from a study of junior and high school students' views of Indiana school life are presented in this report. The Indiana Youth Poll was administered to a total of 1,560 students from 204 public and 293 private schools in two stages: (1) to individuals; and (2) to discussion groups of 3 to 6 students. Chapter 1 explores students' views about school climate--their likes and dislikes--and the second chapter examines what they are learning in terms of curriculum and personal, social, and life skills. Students' assessments of their schools are described in chapter 3, and dropout and attendance problems are discussed in the fourth chapter. Students assign grades to their schools in the fifth chapter and report their participation in extracurricular activities in chapter 6. Overall, boredom and pressure were two common themes. Findings point to the importance of the teacher/student role and perceptions of curriculum as irrelevant. Appendices include questions for further discussion, copies of the individual and group questionnaires, and 10 blueprints for healthy child development. (15 endnotes) (LMI)

ED 343 284 EC 300 963

Weintraub, Angela; Stillman, Robert

Engagement during Communicative Interactions with Two Groups of Preverbal Children.

PUB DATE- Nov 91
NOTE- 9p.; Paper presented at the Annual Convention of the American Speech-Language-Hearing Association (Atlanta, GA, November 22-25, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Interaction; *Interpersonal Communication; Language Acquisition; *Language Handicaps; *Nonverbal Communication; *Participation; Preschool Children; Preschool Education; *Verbal Communication

This study compared preverbal children (ages 3-4) with severe language impairments who were difficult to engage (Group 1) with others who were readily engaged (Group 2). The study focused on transitional episodes of engagement and on frequency of clinician and child verbal communications and nonverbal acts within transitional episodes. Eight clinician-child pairs were studied. Group 1 children spent more time maintained at a low level of engagement, while Group 2 children spent more time maintained at a high level of engagement. Group 1 was less likely than Group 2 to move from a "rising episode" (i.e., rising from low to high levels of engagement) to "maintained at a high level of engagement." Within transitional episodes, when Group 2's clinicians produced two more acts than the children, the engagement level fell. When the number of acts produced by the clinician and child matched almost exactly, the engagement level rose. Group 1's clinicians did not modulate the number of their verbal and nonverbal acts as a function of engagement level within rising and falling episodes. (JDD)

ED 343 285   EC 300 964

Osfield, Kenneth
State University System of Florida: Resource Guide to Programs and Services for Students with Disabilities.

PUB DATE- 91
NOTE- 38p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Accessibility (for Disabled); College Programs; College Students; *Disabilities; Federal Legislation; Higher Education; Legislation; *Resources; Special Programs; State Legislation; State Programs; *Student Personnel Services
IDENTIFIERS- Rehabilitation Act 1973 (Section 504); *State University System of Florida

This resource guide on services available for students with disabilities at Florida's public universities begins with a summary of Section 504 of the Rehabilitation Act of 1973, a list of recognized disability categories, regulations concerning the provision of auxiliary learning aids, and Florida statutes concerning postsecondary education of disabled persons. Following these materials, a two-page information sheet listing information about general services, admission procedures, publications, coordinator data, student organizations, general statistics, and services for specific groups of disabled students is provided for each university in the state system. Universities included are: Florida Agricultural & Mechanical University, Florida Atlantic University, Florida International University, Florida State University, University of Central Florida, University of Florida, University of North Florida, University of South Florida, and University of West Florida. The guide concludes with a list of Florida support agencies and a fact sheet on scholarships. (JDD)

ED 343 286 EC 300 965

Javits 7 Gifted and Talented Program: Kindergarten Assessment Model. Revised.
PUB DATE- 91
NOTE- 44p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Ability Identification; Evaluation Methods; *Gifted; Intelligence; *Intelligence Tests; Interpersonal Competence; Kindergarten; Kindergarten Children; Kinesthetic Perception; Logical Thinking; Music Activities; Primary Education; Spatial Ability; Student Evaluation; *Talent; *Talent Identification; Verbal Ability
IDENTIFIERS- *Multiple Intelligences

This packet contains a set of assessment activities to identify gifted and talented children at the kindergarten level, based on Howard Gardner's theory of multiple intelligences. The six assessments measure linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, and interpersonal/intrapersonal intelligence. For each assessment, the following items are included: a materials list; procedures for the experience phase, in which students become familiar with the materials; procedures for the performance phase, in which students are assessed; and an assessment form. (JDD)

ED 343 287 EC 300 966

Minister's Forum on Special Education: "Together Today for Our Children Tomorrow." Proceedings (Alberta, Canada, May 10-11, 1991).

PUB DATE- May 91
NOTE- 43p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Agency Cooperation; Delivery Systems; *Disabilities; *Educational Policy; Elementary Secondary Education; Financial Support; *Mainstreaming; *Policy Formation; Preschool Education; Services; Special Education; *State Aid
IDENTIFIERS- *Alberta

This document reports on the proceedings of a forum on special education, called by Alberta's Minister of Education. The forum was intended to present Alberta Education's preliminary position on the integration of students with special needs and solicit feedback, review concerns raised in the Special Education Review Action Plan, and provide ideas to help Alberta Education develop policies and procedures for the overall delivery of special education. The proceedings summarize the Minister of Education's opening remarks and two panel presentations, one on integration and the other on coordination and funding. Issues and proposed solutions are then documented. In the area of integration, issues discussed included policies and procedures, training, coordination of services, placement decision making, attitudes, funding, school level differences, and consultation. In the area of coordination, issues discussed included the Children's Services Secretariat, medical services, psychosocial services, parent support and involvement, reviewing and enhancing services, training needs of teachers and paraprofessionals, other support services, and early identification and prevention. In the area of funding, issues discussed included special education for all exceptional students, for high incidence jurisdictions, for severely handicapped children in early childhood services programs, for non-instructional services, and for private schools. Appendices include a list of participants, a list of pre-forum mailouts, and the forum program. (JDD)

ED 343 288 EC 300 967

Education of Deaf and Hard of Hearing Students in Alberta: 1989-1990.

PUB DATE- 91

NOTE- 80p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; Administrator Attitudes; *Deafness; *Delivery Systems; Elementary Secondary Education; Etiology; Family Environment; Foreign Countries; Hearing Aids; *Hearing Impairments; Parent Attitudes; *Pupil Personnel Services; Research Methodology; *Student Characteristics; Surveys; Teacher Attitudes

IDENTIFIERS- *Alberta

Surveys of school administrators, teachers, and parents were used to gather data about students with impaired hearing in Alberta during the 1989-1990 school year. This survey report begins with an introductory section which highlights the findings. Section II then describes student characteristics of hearing impaired students, including the number of these students, their age, gender, place of residence, geographical distribution, hearing ability, age at onset, use of hearing aids, causes of impaired hearing, visual ability, other disabilities, school progress, communication method, and extracurricular activities. Section III contains information about the settings in which these students are educated and the resources available for their instruction and care, such as number of students with impaired hearing per school and per class; support, consultation, and evaluation services; and amplification/technical devices available to teachers. Sections IV and V describe administrators and teachers and summarize their attitudes and opinions about the education of students with impaired hearing. Section VI provides data about the students' families and home environments. Section VII describes the survey methodology. An appendix contains tables of survey data. (JDD)

ED 343 289   EC 300 968

Hearing on the Reauthorization of the Rehabilitation Act of 1973 (As Amended). Hearing before the Subcommittee on Select Education of the Committee on Education and Labor. House of Representatives, One Hundred Second Congress, First Session (September 26, 1991).

PUB DATE- 92

NOTE- 114p.; Serial No. 102-74.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Accessibility (for Disabled); *Delivery Systems; *Disabilities; Elementary Secondary Education; Eligibility; Employment; *Federal Legislation; Hearings; Independent Living; Policy Formation; Program Effectiveness; Public Policy; *Rehabilitation; *Vocational Rehabilitation

IDENTIFIERS- Congress 102nd; Impairment Severity; *Reauthorization Legislation; *Rehabilitation Act 1973

This hearing was held to give individuals, organizations, and government officials an opportunity to express their concerns about the state of rehabilitation services in the United States and to recommend changes that would make service delivery more effective. The hearing was held in consideration of the reauthorization of the Rehabilitation Act of 1973, which is the primary legislation providing services to assist people with disabilities in preparing for, and engaging in, gainful employment and independent living. Specifically, the hearing focused on: ways to make vocational rehabilitation more of a consumer-driven system; the availability of, and access to, services and the eligibility process; the order of selection provision and assurances that individuals with the most severe disabilities are given priority for services; and the long-term outcomes of vocational rehabilitation services. The hearing contains statements from Major R. Owens (Congressional Representative from New York) and from representatives of the Massachusetts Rehabilitation Agency; the Client Assistance Program in Albany, New York; the Office of Special Education and Rehabilitative Services; the Government Accounting Office; the National Association of Rehabilitation Facilities; and the National Rehabilitation Association. (JDD)

ED 343 290 EC 300 969

Davie, Ann R.

Students Who Are Deaf or Hard of Hearing in Postsecondary Education.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 90
NOTE- 9p.
LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accessibility (for Disabled); Classroom Techniques; Colleges; College Students; *Deafness; Definitions; Federal Programs; *Hearing Impairments; *Higher Education; Interpersonal Communication; Postsecondary Education; Resources; Special Programs; Student Adjustment; Student Financial Aid; *Student Personnel Services; Student Responsibility; Universities

This paper on postsecondary education addresses students whose hearing impairments fall in the range from profound deafness to a slight loss of hearing. The paper begins with a discussion of definitions and communication methods. Options in academic postsecondary settings are outlined, including mainstream colleges or universities, specially funded programs on a regular campus, and the two federally funded special colleges (Gallaudet University and the National Technical Institute for the Deaf). The responsibility of the student to request support services is noted, and types of services are discussed, including interpreter services, notetakers, tutors, communication disorder specialists, and assistive learning devices. Information about financial aid and responsibility for payment is also provided. Tips to help students adjust to and succeed in the postsecondary environment are offered, followed by tips for instructors and tips for staff and administrators. A resources section provides information on books and articles, organizations, colleges and universities, and resource centers. (JDD)

ED 343 291   EC 300 970

Davis, Lynne

Feminism, Disability & Education--For What?

PUB DATE- 26 Oct 91

NOTE- 27p.; Paper presented to the Women's Studies and Education Conference (North Ryde, Australia, October 26, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Access to Education; Adults; Attitudes; Blindness; Case Studies; Educational Discrimination; *Employment Potential; *Equal Opportunities (Jobs); *Females; Foreign Countries; *Handicap Discrimination; Independent Living; Labor Market; Marriage; Personal Autonomy; *Sex Bias; Social Bias; Social Integration; Social Problems; Unemployment; *Visual Impairments; Womens Education

IDENTIFIERS- *Australia

Written from the point of view of an Australian professional woman with a degenerative visual impairment, this paper, part of an ongoing investigation into disability, equity programs, and the labor market in Australia, discusses the social and employment problems facing women with disabilities and presents four case studies of Australian visually impaired women. The paper recounts several personal experiences demonstrating the tendency of society to infantalize or ignore the disabled adult's needs especially in the employment arena. North American and Australian literature is cited demonstrating differences in male and female experiences of disability including lower rates of female marriages, more females with disabilities living alone, highly sex stereotyped education, low numbers of females receiving rehabilitation services, low job status for females, and high female unemployment. The four case studies of women (aged 32 to 63) illustrate both diversity and similarity in women's experiences of disability as well as how the initial impairment is compounded by each disabled woman's need to seek out and negotiate access to support services and piece together a working system with little or no help from the bureaucracy. It is clear that disability is not a direct, unmediated product of physical impairment, but is in fact, a socially constructed condition. The failure of society to utilize the talents of disabled females in meaningful employment is seen as a loss for all. (15 references) (DB)

ED 343 292 EC 300 971

Integration--Living with ERA. Report of the CSIE Day Conference (London, England, November 8, 1991).
PUB DATE- Dec 91
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Access to Education; Civil Liberties; Compliance (Legal); *Curriculum Development; *Disabilities; Educational Change; *Educational Legislation; Educational Policy; Elementary Secondary Education; Foreign Countries; Mainstreaming; Policy Formation; *School District Autonomy; *Standards
IDENTIFIERS- *Education Reform Act 1988 (England); National Curriculum; *United Kingdom

This report summarizes a conference which addressed the 1988 British Education Reform Act (ERA). Two of the major planks in ERA, the National Curriculum and Local Management of Schools (LMS), were discussed in detail by speakers and delegates with a view to developing integration and building inclusive schools. Summaries are provided of the talks given by Tim Brighouse, Mark Vaughan, Hilary Armstrong, Christine Gilbert, Susan Hart, and Richard Rieser. Brighouse stressed that the ERA promotes exclusiveness and should be replaced by a new Education Act built on principles promoting the success of all pupils. Vaughn expressed concern about the Act's weak legal requirements concerning integrating pupils with learning difficulties or disabilities and encouraged Local Education Authorities to assure access for all children. Armstrong described integration as a human rights issue and encouraged extending equal opportunities legislation to cover disability. Gilbert spoke about LMS and integration and highlighted opportunities provided by the ERA for more planning and decision making at local levels. Hart identified dangers in differentiating the National Curriculum for pupils with learning difficulties and disabilities. Finally, Rieser encouraged educators to listen to the Disability Movement in developing a more inclusive educational system. (DB)

ED 343 293 EC 300 972

Swann, Will

Segregation Statistics--English LEAs: Variations between LEAs in Levels of Segregation in Special Schools, 1982-1990. CSIE Factsheet.

PUB DATE- Sep 91
NOTE- 9p.
LANGUAGE- English

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Differences; *Disabilities; Educational Policy; *Educational Trends; Elementary Secondary Education; Foreign Countries; *Mainstreaming; Private Schools; Regional Characteristics; School Districts; Social Integration; *Special Schools; *Student Placement; *Trend Analysis
IDENTIFIERS- *England

This study examined variations among Local Education Authorities (LEAs) in England in the levels of segregation of children with disabilities into special schools between the years 1982 and 1990. Major findings included the following: in 1990, English LEAs sent 1.58 percent of the school population to special schools; there were large differences between regions ranging from 0.62 percent (Cornwall) to 3.99 percent (inner London); 15 LEAs became significantly more segregated between 1982 and 1990; 46 LEAs became significantly less segregated over the same period; there was an overall trend toward integration of 8 percent; 22 LEAs significantly increased their use of independent special schools between 1982 and 1990; 29 LEAs significantly cut their use of the independent sector; and the Department of Education and Science ceased to collect some data (such as the number of children in special schools without statements of special need). A table provides data on the percentage of segregated children and the private sector export rate in each LEA in England for the years 1982, 1987, and 1990. (13 reference notes) (DB)

ED 343 294 EC 300 973

Sullivan, Jeanne E.
Attention Deficit Disorders: A Guide for Teachers and The ADD/ADHD Student and Homework.
PUB DATE- 91
NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Attention Deficit Disorders; Classroom Techniques; Definitions; Elementary Secondary Education; Feedback; Handicap Identification; *Homework; *Hyperactivity; Interdisciplinary Approach; Intervention; *Parent School Relationship; *Parent Student Relationship; Student Characteristics; Student Educational Objectives; *Student Needs

This document contains two brief guides intended to provide teachers and parents with basic information and practical help in working with children with attention deficit disorders. In the first guide, attention deficit disorder is defined and the subtypes of undifferentiated attention deficit disorder (ADD) and attention deficit hyperactivity disorder (ADHD) are differentiated. Fourteen characteristics of ADHD are listed. Multidisciplinary evaluation is recommended for diagnosis and five frequently used rating scales listed. Two support organizations are identified. The second guide examines the ADD/ADHD student and homework. It covers these students' areas of difficulty, needs (e.g., more frequent feedback or consequences), considerations for teachers (such as the provision of feedback as soon as possible), suggestions for parents (e.g., parental supervision of homework), and some general homework suggestions (including ensuring that homework has a clear purpose). (13 references) (DB)

ED 343 295 EC 300 974

Sexuality and Developmental Disabilities: An Investigation of Sexual Incidents at Bernard Fineson Developmental Center.
PUB DATE- 91
NOTE- 38p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; *Compliance (Legal); Due Process; *Institutionalized Persons; Institutional Role; Investigations; Legal Responsibility; Personal Autonomy; Quality Control; Residential Institutions; *Severe Mental Retardation; *Sexual Abuse; *Sexuality; Supervision
IDENTIFIERS- *Bernard Fineson Developmental Center NY; *Consent

This report is the result of an investigation by the New York State Commission on Quality of Care for the Mentally Disabled of the Bernard Fineson Developmental Center's policies and practices concerning sexual incidents among residents. It also raises broader issues about the meaning of consent when sexual activity involves persons with severe or profound mental retardation. The report concludes that the Center's lack of supervision has failed to protect residents and allowed numerous serious incidents to occur including those in which residents were forced into unwanted sexual activity by other residents and those in which one partner was too mentally impaired to be able to give consent. Deficiencies were found over all four mandated incident management functions--the reporting, investigation and review of incidents as well as the implementation of corrective actions. Individual sections of the report address: general background; state law and regulations of the Office of Mental Retardation and Developmental Disabilities; reporting and classification deficiencies (with three case reports); deficiencies in the investigation of incidents; Incident Review Committee proceedings; the questionable implementation of corrective action; recommendations; broader issues; and corrective actions. (DB)

ED 343 296 EC 300 975

Suter, Thomas E.; Bibbey, Melissa R.
The Computer: An Art Tool for the Visually Gifted. A Curriculum Guide.
PUB DATE- 91
NOTE- 114p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Activities; Art Criticism; *Art Education; Art Materials; Art Products; Computer Software; *Computer Uses in Education; Curriculum Development; Educational Objectives; Elementary Secondary Education; *Gifted; Learning Activities; Lesson Plans; Microcomputers; Program Development; Program Evaluation; Student Evaluation; *Talent; *Visual Arts
IDENTIFIERS- *Computer Art; Wheelersburg Local School District OH

This curriculum guide, developed and used in Wheelersburg (Ohio) with visually talented students, shows how such students can be taught to utilize computers as an art medium and tool. An initial section covers program implementation including setup, class structure and scheduling, teaching strategies, and housecleaning and maintenance. Seventeen specific activities and projects are then described. Given for each are: program objective, subject objective, area of concentration, teacher preparation and orientation, student exploration and activities, materials and supplies, evaluation, and extensions. Illustrations are included. Following the project descriptions additional information is presented including guidelines for evaluation, a computer art evaluation form, a student evaluation form, a student performance checklist, a student project evaluation form, the standard guideline implementation checklist for art specialists in Ohio schools, a discussion of art criticism, and recommended resources on technical hardware and software used in Wheelersburg as well as lists of suggested magazines and organizations and 18 books. Also included are an extensive glossary, explanations of computer art terminology, a discussion of the principles and elements of visual organization, a brief history of computer art, and a bibliography of 41 references. (DB)

ED 343 297 EC 300 976

Project CMYC: Catch Me If You Can. Executive Summary.

SPONS. AGENCY- Texas State Dept. of Health, Austin.
PUB DATE- Aug 91
NOTE- 63p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; Early Childhood Education; *Early Intervention; Followup Studies; Longitudinal Studies; Models; Parent Attitudes; Program Effectiveness; Program Evaluation; Student Placement
IDENTIFIERS- *Project CMYC TX; Texas

The purpose of Project CMYC (Catch Me if You Can) was to develop and test a model for longitudinal study of local (Texas) Early Childhood Intervention (ECI) program graduates and their families. The model called for comparison of ECI graduates and families to a group of children with similar disabilities and of comparable age, who had not previously received ECI services. The project identified service placements for 293 children who graduated from an ECI program in 1990 and conducted in-depth personal interviews with a subsample of 76 parents. Teacher ratings of school performance were collected for 59 of these children. An unexpected finding was the small number of children in public school early childhood classes for the disabled who had not received previous ECI service. Findings indicated that 88 percent of ECI graduates were referred to public school early childhood programs and that of this group 10 percent refused services and 3 percent were waiting for services. Half the parents agreed to participate in the study (suggesting the need for more personal contact); parents indicated very positive attitudes about the ECI program and their child's progress; and teachers rated at least 50 percent of the graduates as having age appropriate functional skill on 10 of the 16 rated skills. Details are reported in both narrative and tabular form. (DB)

ED 343 298 EC 300 977

Childhood Lead Poisoning Prevention: A Resource Directory. Second Edition.

SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- 91
NOTE- 95p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Children; Community Education; *Community Programs; Consultation Programs; *Lead Poisoning; Medical Services; Mental Retardation; *Prevention; Screening Tests; Special Health Problems; *State Programs

This resource directory lists states and localities with childhood lead poisoning prevention programs, along with the contact person(s) for each program area (such as screening, medical treatment, paint chip testing, home inspection, and abatement.) Information is provided for 47 states (New Mexico, West Virginia, and Wyoming reported no lead poisoning prevention programs) and the District of Columbia. Appendices include: (1) tables noting the types of services offered by the state and local programs, such as screening, medical follow-up management, environmental follow-up management, temporary shelter, community education, and consultation; and (2) a list of educational materials used by state and local programs in their community education effort, arranged by state. (JDD)

ED 343 299 EC 300 978

Dressler, Richard A.
Beyond Workbooks: The Computer as a Treatment Supplement.
PUB DATE- Nov 91
NOTE- 11p.; Paper presented at the Annual Convention of the American Speech-Language-Hearing Association (Atlanta, GA, November 22-25, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Adults; *Aphasia; Computer Assisted Instruction; *Computer Oriented Programs; Computer Software; *Drills (Practice); *Home Programs; *Independent Study; *Language Acquisition; Microcomputers; Program Development;

Rehabilitation; Speech Skills; Stimulation

This presentation describes the use of a computer-based stimulation program to allow aphasic patients to practice their language skills independent of the clinician, specifically in the home setting. The prototype computer program, called the Computerized Language Activity Resource Kit, uses the vocabulary found in the Language Activity Resource Kit, which is a collection of objects, pictures, photographs, words, and phrases for use in therapy with aphasic adults. The program includes visual comprehension, reading comprehension, and auditory comprehension tasks. It features: use of the Macintosh computer which is transportable and easy to set up; automatic loading and ejection of the disk when starting and ending the program; clinician controls for customizing the exercise; sequential recording of response accuracy, response delays, item analyses, and time factors; and use of digitized speech output. Informal assessment of patient reactions to the program have been favorable. Advantages in use of this program include the possibility of concurrent treatment of patients, extending treatment to patients who cannot travel to the speech clinic, and providing a low-cost type of service delivery. (JDD)

ED 343 300 EC 300 979

Moog, Jean S.; Gustus, Christine
How the Cochlear Implant Helps Deaf Children Learn To Talk.
PUB DATE- Nov 91
NOTE- 8p.; Paper presented at the Annual Convention of the American Speech-Language-Hearing Association (Atlanta, GA, November 22-25, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Assistive Devices (for Disabled); Audiolingual Skills; *Communication Aids (for Disabled); Communication Skills; *Deafness; Early Childhood Education; Hearing Therapy; Integrated Activities; *Oral Communication Method; *Speech Communication; *Speech Instruction; Speech Skills; *Speech Therapy; Teaching Methods; Videotape Recordings
IDENTIFIERS- Cochlear Implants

This conference presentation discusses how the Nucleus 22 cochlear implant, with its ability to improve speech perception, can be capitalized upon to improve the speech production of very profoundly deaf children. The paper is designed to accompany a video presentation demonstrating the speech ability and theory of two young children (ages 3 and 7) and cochlear implants. The teaching approach used incorporates speech teaching as an integral part of the school day. Spoken language is taught throughout the day in all classroom activities as children practice producing speech in a variety of communicative contexts, and speech pathologists help in getting classroom teachers involved in teaching speech. Instruction involves developing discrete speech skills as well as developing speech in the context of language. Teacher judgment is required in making decisions about when to correct and what to correct, based on the priorities of communication first, language second, and speech production third. Three factors may make the difference in helping very profoundly deaf children learn to talk with facility--expertise, extensive use, and expectations. (JDD)

ED 343 301 EC 300 980

McEvoy, Mary, Ed.; Vandercook, Terri, Ed.
Inclusive Education (Preschool-1st Grade and K-12). Feature Issues.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.; Minnesota State Dept. of Education, St. Paul.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 91
NOTE- 41p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Civil Rights; Cooperative Programs; Day Care; *Developmental Disabilities; Educational Change; *Educational Cooperation; *Educational Methods; Elementary Secondary Education; Interpersonal Competence; *Mainstreaming; Personal Narratives; Preschool Education; Regular and Special Education Relationship; *Social Integration; Staff Development; Student Rights; Transitional Programs

These two theme issues of "Impact" discuss inclusive education for children with disabilities at the preschool to first grade level and at the kindergarten to grade 12 level respectively. The articles present different ways that families and professionals include children with and without disabilities in educational and child care settings, with the common element in their success coming largely through collaboration among many people and agencies. The articles include: "Early Education: Which Path to Inclusion?" (Mary A. McEvoy and others); "The Struggle, the Reward: Two Families' Experiences with Inclusion" (Debra Carroll and others); "Infants, Toddlers, and the Integrated Community" (Linda Kjerland); "Early Intervention in Day Care Settings" (Mary Beth Bruder); "Integration: A Cooperative Effort" (Betty Kasel); "Social Interaction Training for Young Children with Disabilities" (Richard J. Spicuzza); "Staff Training for Inclusion" (Dennis J. Sykes); "Integration in Early Childhood Education: An Administrator's Perspective" (interview with Jean Rochelle); "Transition to Integrated Kindergarten Programs: Child, Family, and Program Issues" (Lynette K. Chandler); "The Million Dollar Question..." (Terri Vandercook and others); "Toward a Shared Agenda for General and Special Education" (Jennifer York); "America 2000: A Revolution in American Education" (Anne Smith and others); "Step by Step: A System's Evolution toward Inclusion" (Richard Schattman); "The Power of One" (Terri Vandercook); "Plungers, Followers, Joiners, and Wailers: A Lesson from Nature" (Terri Vandercook and others); "Interpersonal Skills for Effective Collaboration" (Jacqueline Thousand and Richard Villa); "Creative Problem-Solving: Not Just for Adults" (Michael F. Giangreco); "The Classroom Is 'Where It's At' for Communication Services" (Cathy Macdonald); "Promoting Social Inclusion beyond the School Community" (Brian Abery); and "All Means All...Even the Yes-But and Whadabout Kids" (Marsha Forest and Jack Pearpoint). Lists of suggested reading materials on inclusive learning environments are included (14 entries). (JDD)

ED 343 302 EC 300 981

Padgett, Sidney, Ed.
School to Postsecondary Education, Integrated Employment and Community Living: Transition Project.
SPONS. AGENCY- Arkansas Governor's Developmental Disabilities Planning Council, Little Rock.
PUB DATE- Dec 90
NOTE- 84p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Delivery Systems; *Disabilities; *Employment; Group Homes; Independent Living; Mainstreaming; Postsecondary Education; Program Development; Secondary Education; *Social Integration; State Programs; *State Standards; *Transitional Programs
IDENTIFIERS- *Arkansas; Individualized Transition Plans

This monograph presents the Arkansas Transition Agreement developed by the Interagency Council on Self Sufficiency (ICSS), which has the goal of developing, implementing, and monitoring a statewide process for transition of students with disabilities from school to integrated postsecondary education, employment, and community living. Following a foreword which details prevalence data, the transition agreement is presented, containing a mission statement, definitions, eligibility statement, value statements, a diagram of transition service delivery, exit criteria for public schools, and a time line of services from eighth grade to post-school. Appendices, which make up about three quarters of the monograph, include: (1) roles and responsibilities for students, parents/guardians, the ICSS, government agencies and government programs such as the Arkansas Division of Rehabilitation Services and the Division of Children and Family Services, and employers; (2) team membership and functions; (3) an Individual Transition Plan form; (4) a matrix of services such as assessment, vocational rehabilitation, and consumer support, organized by government agency providing the services; (5) descriptions of government agencies involved; (6) an outline for issue resolution for local level interagency transition teams; (7) a work plan; (8) other forms, such as a transition planning menu and a student information form; and (9) a list of Arkansas advocacy organizations. (Approximately 85 references) (JDD)

ED 343 303 EC 300 982

Singer, Judith D.

Once Is Not Enough: Former Special Educators Who Return to Teaching.

SPONS. AGENCY- National Academy of Education, Cambridge, MA.
PUB DATE- Nov 91
NOTE- 35p.; Funds were also provided by the Milton Fund of Harvard University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Career Development; *Disabilities; Elementary Secondary Education; *Employment Patterns; Faculty Mobility; *Labor Turnover; Longitudinal Studies; Racial Differences; Sex Differences; *Special Education Teachers; *Teacher Employment; *Teacher Persistence; Teacher Supply and Demand
IDENTIFIERS- Michigan

Longitudinal data were used to track 2,695 special educators who were hired by the Michigan public schools between 1972 and 1981 and stopped teaching between 1973 and 1983, to determine their rate of reentry into Michigan public schools by 1985. An estimated 34 percent of the former educators reentered Michigan classrooms within 5 years of leaving, and an estimated 58 percent of those who did so then stayed for more than 7 years. The longer a former special educator had taught, the more likely he or she was to return. A teacher's sex or age was unrelated to the rate of reentry, though a race differential was found, with former educators who were black being more likely to return. The paper concludes that these patterns demonstrate that a return to teaching after a brief interruption may be a common career path and that the pool of former special educators is a viable and vital source of teacher supply. (Approximately 80 references) (JDD)

ED 343 304 EC 300 983

Saxe, Leonard; And Others
Reforming Mental Health Services for Seriously Emotionally Disturbed Youth: Rhetoric, Practice, and Research.
SPONS. AGENCY- Robert Wood Johnson Foundation, New Brunswick, N.J.
PUB DATE- Aug 91
NOTE- 26p.; Paper presented at the Annual Conference of the American Psychological Association (San Francisco, CA, August 16-21, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Agency Cooperation; *Child Advocacy; Community Programs; *Delivery Systems; Demonstration Programs; *Emotional Disturbances; Human Services; Management Information Systems; *Mental Health Programs; Program Development; Program Evaluation; Social Change; Systems Approach
IDENTIFIERS- *Case Management; Robert Wood Johnson Foundation

Children with serious emotional disorders receive inadequate and inappropriate services, rather than [illegible] comprehensive and coordinated system of care needed. To develop the knowledge needed to provide adequate and appropriate services, an alliance is needed among advocates, practitioners, and researchers. The Mental Health Services Program for Youth, supported by the Robert Wood Johnson Foundation, is a demonstration program intended to develop comprehensive and coordinated systems of mental health care. The community-level projects supported by the program develop such services as case management, emergency services, respite care, and therapeutic foster care. Each project incorporates a plan for integrating services and financial resources for children served by multiple agencies and service systems. A quasi-experimental design is being used to evaluate the program, by context, process, and outcome and by organizational, financial, and client characteristics. The evaluation design involves an interview-based organizational assessment, use of a management information system to assess client data, and a case conference involving input from all members of the clinical team. The importance of bridging the gap between theoretical and empirical knowledge to improve the current delivery system is stressed. (6 tables/figures) (JDD)

ED 343 305 EC 300 984

The New York State Plan for Vocational Rehabilitation and Supported Employment for Federal Fiscal Years 1992, 1993, and 1994.

PUB DATE- 91
NOTE- 225p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Agency Cooperation; Children; *Compliance (Legal); *Disabilities; Employment Programs; *Independent Living; Program Administration; Social Integration; State Programs; *Statewide Planning; *Supported Employment; *Vocational Rehabilitation
IDENTIFIERS- *New York

This New York state plan provides a framework for promoting full opportunities for all individuals with disabilities in both the workplace and the community. It is a legal compact which describes the nature, scope, and conditions of the state's program and ensures that program administration will conform to federal legislation and regulations. The plan begins with an outline of the vocational rehabilitation process in New York and then presents priorities, current activities, and planned activities for fiscal years 1992-1994. Priorities include: improve access to services and programs of the State Education Department, ensure coordination of services, increase integrated employment options, foster independent living services, improve access to vocational rehabilitation services, and improve program and fiscal management. Activities conducted to coordinate educational and vocational services are then described. Appendices comprise approximately three-fourths of the planning document and include: (1) required state assurances; (2) a description of services and planned activities for vocational rehabilitation and supported employment (Attachments for Title I and Title VI of the Rehabilitation Act of 1973 as amended in 1986); (3) a list of district offices of the New York Office of Vocational and Educational Services for Individuals with Disabilities (VESID); and (4) a list of New York Independent Living Centers. (JDD)

ED 343 306 EC 300 985

Patzelt, Karen E.
Increasing Homework Completion through Positive Reinforcement.
PUB DATE- Apr 91
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Modification; Case Studies; *Classroom Techniques; Contracts; Elementary Education; *Homework; *Learning Disabilities; Mathematics Instruction; *Positive Reinforcement; Program Implementation; Student Improvement; Study Skills; Teacher Student Relationship
IDENTIFIERS- Single Subject Research Design

A behavior modification program designed to increase the rate of mathematics homework completion by a learning-disabled student is reported. The 9-year-old subject habitually failed to complete daily math homework assignments and had not responded to a classroom behavior modification program. The subject and teacher created a 3-week contract and implemented a system involving edible reinforcers and social reinforcers, such as serving as teacher's helper or messenger. Additional reinforcers presented included reminder notices, a certificate of accomplishment, and verbal praise and encouragement. The contract required that the student complete homework neatly, check homework with the teacher, and jointly complete a homework recording chart. Fading was implemented as self-monitoring began during the third week of intervention; the subject became responsible for checking and correcting homework and completing the chart. Factors involved in the success of the program are discussed. (7 references) (JDD)

ED 343 307 EC 300 986

Goldstein, Brian; Iglesias, Aquiles

The Development and Treatment of Phonological Processes in Spanish Speaking Children.

PUB DATE- Nov 91

NOTE- 15p.; Paper presented at the Annual Convention of the American Speech-Language-Hearing Association (Atlanta, GA, November 22-25, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- Consonants; *Dialects; Evaluation Methods; Hispanic Americans; Intervention; Language Usage; Nonstandard Dialects; *Norms; *Phonology; Preschool Education; *Puerto Ricans; Remedial Instruction; *Spanish Speaking; *Speech Handicaps; Speech Therapy; Student Evaluation

The Assessment of Phonological Disabilities measure was administered to 39 normally developing children and 10 speech-delayed children who were Spanish speaking, of Puerto Rican descent, and ranging in age from 3 to 4. Data were analyzed by comparing phonological processes against the "standard referent" and the "Puerto Rican referent." The following syllabic and substitution processes were examined: final consonant deletion, velar fronting, stopping, palatal fronting, liquid simplification, assimilation, cluster reduction, and weak syllable deletion. Results with the normally developing children indicated that taking dialect into account alters the results with all syllabic processes. Results were altered most dramatically with final consonant deletion and liquid simplification. Results with the speech-delayed children indicated that taking dialect into consideration alters results with a majority of the phonological processes, most dramatically with final consonant deletion. The remediation process for two commonly occurring syllabic processes (initial consonant deletion and weak syllable deletion was then analyzed with six of the children. (JDD)

ED 343 308 EC 300 987

Center, David B.; Kaufman, Melvin E.
A Study of the Present and Future Needs for Leadership Personnel To Train Educators in Behavioral Disorders.
PUB DATE- 91
NOTE- 27p.; Paper presented at the Annual Conference on Severe Behavior Disorders in Children and Youth (Tempe, AZ, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Behavior Disorders; College Faculty; Doctoral Programs; *Futures (of Society); Graduate Study; Higher Education; Leadership Training; Minority Groups; National Surveys; *Needs Assessment; *Postsecondary Education as a Field of Study; Schools of Education; Student Financial Aid; Student Recruitment; Surveys; *Teacher Educator Education; Teacher Recruitment

A national survey of 128 institutions of higher education employing behavioral disorders (BD) faculty sought to obtain information to aid in the evaluation of the need for behavioral disorders personnel preparation at the leadership level. Results obtained from 102 institutions, an 80% response, indicated the following: (1) 46% of respondents had sought one or more BD faculty members during the past 5 years, and 16% had failed to find a suitable faculty member; (2) 73% of open positions were replacement positions, and 27% were due to program expansion; (3) the most frequent reasons for needing replacement faculty were turn-over, retirement, and death or illness; (4) the majority of respondents indicated a sufficient number of female applicants but an insufficient number of minority applicants. It is concluded that the significant shortfall in graduates and the insufficient number of graduates choosing BD careers in institutions of higher education indicates that BD preparation programs need to concentrate on attracting more students, particularly minority students, into doctoral level programs. Additional student financial support is recommended to aid in recruiting. The questionnaire is included. (JDD)

ED 343 309 EC 300 988

Murphy, Linda; Della Corte, Suzanne
Managing Time.
PUB DATE- Dec 91
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; *Family Environment; Family Relationship; *Holidays; *Home Management; Planning; Religious Education; Religious Holidays; Scheduling; Stress Management; *Time Management

This newsletter issue discusses time management techniques for parents of special needs children. Techniques include changing one's attitudes about perfection, prioritizing tasks, having a back-up plan, learning to say "no," asking for help, keeping things simple, hiring others, using waiting time wisely, and doing two things at once. Household time-saving tips are offered in the areas of preparing things the night before to avoid harassed mornings, grocery shopping, cooking, cleaning, reducing clutter, and laundry. Extra demands of the holiday season are then considered, offering the suggestions of purchasing holiday gifts throughout the year, buying gift wrap and greeting cards in bulk, shopping from catalogs, and giving gift certificates. Holiday entertaining tips include entertaining on Sunday, having open houses, and having a trim-the-tree or sledding party. Suggestions geared specifically to the special child include making sure the special child participates in chores as much as possible and hiring a babysitter to entertain the special child while the parents are entertaining. The final page of the newsletter comprises a psychologist's advice on how to make religious confirmation ceremonies meaningful experiences for both the special child and the parents. (JDD)

ED 343 310 EC 300 989

Smith, H. Carlton; And Others
Getting Older: The Special Child Grows Up.
PUB DATE- Feb 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Advocacy; Aging (Individuals); Anxiety; *Attachment Behavior; Child Development; *Disabilities; Education Work Relationship; Emotional Response; High Schools; Independent Living; *Individual Development; Midlife Transitions; *Parent Child Relationship; Parent Responsibility; Parent Role; Planning; Self Actualization; Separation Anxiety; *Transitional Programs
IDENTIFIERS- *Aging Out Process

This newsletter issue focuses on the specific concerns of many parents as their special child "ages out" of protected special education environments and moves into the adult world. It highlights the practical aspects of the transition years as well as the emotional components involved in "letting go." The newsletter's articles include "Aging Out...The Transition to Adulthood" by H. Carlton Smith, which emphasizes the importance in building a solid bridge between special education and adult programs and services, notes that planning for the future should begin before adolescence, outlines the parent's role in advocacy, and lists some sources of help. Several practical tips are then offered in the form of "do's" and "don'ts," such as seeking legal advice about guardianship and estate planning, and encouraging the special child to be as independent as possible. In "Letting Go: Samantha Grows Up," Linda Murphy describes her experience with a foster child with emotional disturbances and developmental disabilities. Samantha's progress in developing self-care skills and social skills led to her need for a community residence program where she formed friendships and found a balance of work and recreation, despite her foster mother's initial concerns. "When Parents 'Age Out,'" by George Popper, discusses common living arrangements for individuals with disabilities and parents' anxieties when they feel they are giving up their responsibilities as parents. (JDD)

ED 343 311 EC 300 990

Feldman, Elliot

Guidelines Regarding Integration of Students with Identified
Special Education Needs.

PUB DATE- May 91
NOTE- 15p.; "Submitted by the Integration Task Force." Some smudged type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Class Size; Curriculum; *Disabilities; Educational Change; *Educational Practices; *Educational Principles; Elementary Secondary Education; *Mainstreaming; Program Implementation; *Regular and Special Education Relationship; Staff Development

These recommendations concerning the integration of students with and without disabilities in public schools begin with an operational definition of integration and a list of general parameters guiding successful integration. Recommendations are then offered in several areas, including: (1) training, which should be systematic, comprehensive, inclusive, multi-modal, and professional; (2) staff, who should have critical collaborative planning skills and skills in utilizing various service delivery models based on students' individual needs; (3) class size, which should be flexible based on students' needs and with consideration given to optimal proportions of students with and without disabilities; (4) curriculum, with modifications designed to meet individual needs and to facilitate integration of all students; and (5) a phase-in plan for systematically increased inclusion of students into general educational programs at all levels and in all schools. The paper concludes that successful integration requires multi-level restructuring, a commitment to share responsibility between general and special educators, and viewing the child as a part of a community. (JDD)

ED 343 312   EC 300 991

Brodin, Jane; Bjorck-Akesson, Eva
Evaluation of Still Picture Telephone for Mentally Retarded Persons. Telematics and Mental Retardation.
PUB DATE- Oct 91
NOTE- 92p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Children; Demonstration Programs; Foreign Countries; Friendship; Interpersonal Communication; Interpersonal Relationship; *Mental Retardation; *Normalization (Handicapped); *Photographic Equipment; *Pictorial Stimuli; Program Effectiveness; Social Development; Social Integration; *Speech Handicaps; *Telephone Communications Systems; Visual Aids
IDENTIFIERS- Sweden

This study examined the benefit of using a visual telecommunication system for Sweden's children and adults with mild to moderate mental retardation and speech difficulties. The Panasonic Image Communication Unit connects to standard modular telephones and includes a camera and monitor for the transfer of pictures. Units were placed in eight subjects' homes; day-activity centers; and the homes of friends, relatives, and support families. Results after 5 months indicated that four of the five adult users and two of the three child users (ages 6 to 12) increased their use of the telephone during the course of the project and attained a functional use of the system. It is concluded that the still picture telephone can contribute to increasing the possibilities for social contacts. This is based on the project findings that still picture telephoning gives both visual and auditory information, the frequency of usage increased over the course of the project, the motivation increased, telephoning became more independent, initiative to use the telephone increased, and the pictures became more relevant and functional. Appendices provide background information given to program participants and various recordkeeping forms. (27 references) (JDD)

ED 343 313   EC 300 992

O'Brien, John; O'Brien, Connie Lyle
More Than Just a New Address: Images of Organization for Supported Living Agencies. Perspectives on Community Building.
SPONS. AGENCY- Minnesota Univ., Minneapolis. Inst. on Community Integration.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; Syracuse Univ., NY. Center on Human Policy.
PUB DATE- 91
NOTE- 44p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Agencies; *Agency Cooperation; Community Programs; Community Services; *Developmental Disabilities; Models; *Normalization (Handicapped); Organizational Change; Organizational Communication; *Organizational Development; *Organizational Effectiveness; Place of Residence; Social Integration
IDENTIFIERS- *Supported Housing

This report examines organizational aspects of agencies working to support people with developmental disabilities in supported living arrangements that provide individualized help to enable individuals to live in homes of their choice. The report is based on meetings and interviews with agency directors and staff throughout the country. Part I looks at struggles in shaping an organizational culture that can provide such support. It identifies various levels of relationships and possible tensions, examines ways of shifting thinking to a more open benefit-focused mindset, and outlines the role of written products. Part II focuses on issues of structure and power in supported living agencies and covers assistive relationships, the team, the management team, the director, important environments, forms of power, occasions of power, negotiating resources from the service system, building effective teams, maintaining balance between the organization as a whole and its teams, setting and maintaining direction, maintaining integrity, and the director's responsibility. Part III describes various ways that organizations develop and relates these to their effectiveness as supportive living agencies. It proposes that new images of organizations fit supported living programs better than views of organizations as machines. (DB)

ED 343 314 EC 300 993

Woods, Diane E., Ed.

The Potential for U.S.-Asia Research Collaboration: Two Examples.

SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

PUB DATE- 91

NOTE- 14p.; Special issue in the series "The Changing Nature of Disability and Disability Awareness Worldwide." A publication of the International Exchange of Experts and Information in Rehabilitation.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Attitudes; Check Lists; Child Development; Community Programs; *Cooperation; Cultural Differences; *Cultural Influences; *Developing Nations; Disabilities; Ethnography; Foreign Countries; Information Dissemination; *Mental Retardation; Qualitative Research; Rehabilitation; *Research Needs; Surveys

IDENTIFIERS- *Indonesia; *Pakistan

Two articles explore possibilities for collaboration between American and Asian researchers addressing disabilities in a worldwide context. The first article, by Mike Miles, is titled "Using Action-Oriented Disability Studies in Pakistan." It focuses on how information can be disseminated in informal, nontraditional (non-Western) ways. Action research is seen to offer relevancy to the needs of people with disabilities and professionals in developing nations such as Pakistan. Brief synopses of seven field studies in Pakistan are given, concerning mental handicap in the family, a survey of disabled children, development of a Child Developmental Skills Checklist, a survey of attitudes toward disability, a study of causal integration, community-directed rehabilitation, trends in polio paralysis, and ongoing information studies. This paper includes 12 references. The second article, by Judy Kuglemass and Kusdwiartri Setiono, is titled, "Developing Mutual Understanding between Western and Non-Western Cultures through Collaborative Research." It is based on a qualitative ethnographic study of Indonesian families with mentally disabled children, and stresses the importance of cross cultural collaboration of researchers. (DB)

ED 343 315 EC 300 994

Byrd, Rita, Comp.; And Others
Access: A Guide to Finding Community Services. Project STEPS (Sequenced Transition to Education in the Public Schools).
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- 91
NOTE- 33p.; Cover title: ACCESS: A Guide to Supplemental Services for Families of Young Children. For related documents, see ED 339 176-177 and EC 300 995.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Agencies; Children; *Community Services; Crisis Intervention; Dentistry; *Disabilities; *Financial Support; Medical Services; Mental Health; Physicians; *Resources; *Social Services; State Aid; State Programs; Young Children
IDENTIFIERS- *Kentucky

This guide is intended to help Kentucky families of children with disabilities or other special needs to find services in their communities. Introductory information offers guidance in selecting services, applying for services, obtaining services, and organizing to obtain unavailable services. A question-and-answer format is used, with space provided for families to record information relevant to their situation. The questions address the following topics: emergency financial assistance, short-term or long-term financial assistance, financial help for medical bills, financial help for medicine or medical equipment, financial help for food, sources of furniture assistance, emergency assistance for utility bills, services provided by the local health department, services provided by the Commission for Handicapped Children, mental health services available for children, types of physicians, and dentistry. A number of addresses of Kentucky agencies and resources are provided. (DB)

ED 343 316 EC 300 995

Byrd, Rita, Ed.; Rous, Beth, Ed.

Project STEPS (Sequenced Transition to Education in the Public Schools): Instructional Strategies for the Helpful Entry Level Skills Checklist. Second Edition.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- 91
NOTE- 106p.; Cover title differs slightly. Some pages are produced on colored paper. For related documents, see ED 339 176-177 and EC 300 994.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Check Lists; Classroom Environment; *Classroom Techniques; *Disabilities; Educational Media; Educational Methods; Games; Instructional Materials; Lesson Plans; Preschool Education; *School Readiness; *Student Educational Objectives; *Teaching Methods; Transitional Programs

This manual is intended to provide teachers of young children with disabilities with guidance in facilitating the independence of young children with and without disabilities and in making the transition from preschool to public school. The manual has three sections. The first describes the components of the teaching process and presents principles of instruction. These cover steps of the systematic instruction process, phases of learning, and instructional strategies (types of teacher assistance/prompting, strategies for removing prompts, and guidelines for choosing instructional strategies). The second section presents a rationale for stressing functional skills at the preschool level and includes a checklist of entry level skills. These cover classroom rules, work skills, communication skills, social behavior skills, and self-management skills. The third section presents specific teaching activities and techniques that correlate with checklist skills. An appendix describes 21 children's games and finger plays and lists records, songs, tapes, children's books, activity resources, videos, automated learning devices, and suggested ways to talk to children. (Includes 36 references) (DB)

ED 343 317 EC 300 999

Birnbaum, Barry W.

Increasing Affective and Academic Performance of Ninth Grade Emotionally Handicapped Students through a Peer Assistance Team Program.

PUB DATE- Aug 90

NOTE- 129p.; Ed.D. Practicum Report, Nova University. Print has filled-in letters and may not reproduce well.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Academic Achievement; Attendance; *Behavior Change; *Emotional Disturbances; High Schools; Instructional Effectiveness; *Interpersonal Competence; Outcomes of Treatment; *Peer Teaching; *Tutorial Programs

This practicum attempted to increase interpersonal skills and academic competence of 14 high school students with emotional handicaps through use of peer tutoring. The 17 high school seniors selected as peer assistors received training prior to program implementation. Peer assistors were required to identify goals and strategies weekly, work with their assigned student three times a week, keep a diary, and complete forms recording student progress. Highly positive results were found for tutees in the areas of attendance, reduction in use of inappropriate language, completion of class assignments, academic grades, interactions with peers, independent contacts with peers, number of negative behaviors, and discipline referrals. Peer assistors also gained in their understanding of disabilities and their ability to develop goals and objectives. Teachers in mainstream classes reported significant changes in tutee academic performance and behavior. Thirteen appendices provide the various forms, checklists, and surveys used in the study. (70 references) (DB)

ED 343 318 EC 301 000

Aleman, Steven R.
Education of the Handicapped Act Amendments of 1990, P.L. 101-476: A Summary. CRS Report for Congress.
PUB DATE- 28 Mar 91
NOTE- 32p.; For the Conference Report on these amendments, see ED 327 028.

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Attention Deficit Disorders; Autism; Black Colleges; Court Litigation; *Disabilities; Disadvantaged Youth; Early Intervention; *Educational Legislation; Educational Media; Education Work Relationship; Elementary Secondary Education; Eligibility; *Federal Aid; *Federal Legislation; Financial Support; Grants; Head Injuries; Infants; Minority Groups; Preschool Education; *Special Education; State Federal Aid; Toddlers; Transitional Programs
IDENTIFIERS- *Individuals with Disabilities Education Act

This summary of the Education of the Handicapped Act Amendments of 1990, Public Law 101-476, identifies how these Amendments extend and expand special education research, demonstration, and training programs of the Individuals with Disabilities Education Act (IDEA). IDEA authorizes three state formula grant programs and several discretionary grant programs. The basic state grant and preschool state grant are permanently authorized. The infants and toddlers state grant (Part H) is authorized through fiscal year (FY) 1991. The 1990 reauthorization legislation focuses first on increasing opportunities for minorities and the economically and educationally disadvantaged and, second on increasing availability of transition services that help individuals with disabilities move from special education into either further education or work and independent living. Two new grant programs were established: the personnel training grants for Historically Black Colleges and Universities and other minority institutions, and a 5-year competitive state grant program for joint projects to improve transition services. Other provisions of the 1990 Amendments address: the Act's name; eligibility of children with autism and traumatic brain injury for special services under IDEA; the operational definition of Attentional Deficit Disorder; litigation rights; and discretionary grant program process. The Amendments increase authorization levels from $309 million for FY 1991 to $408 million for FY 1994. Each of the eight parts of the Act is summarized: Part A, General Provisions; Part B, Assistance for Education of All Individuals with Disabilities; Part C, Centers and Services to Meet Special Needs of Individuals with Disabilities; Part D, Training Personnel for the Education of Individuals with Disabilities; Part E, Research in the Education of Individuals with Disabilities; Part F, Instructional Media for Individuals with Disabilities; Part G, Technology, Educational Media, and Materials for Individuals with Disabilities; and Part H, Infants and Toddlers with Disabilities. (DB)

ED 343 319 EC 301 001

Aleman, Steven R.
Special Education for Children with Attention Deficit Disorder: Current Issues. CRS Report for Congress.
PUB DATE- 5 Dec 91
NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Attention Deficit Disorders; Compliance (Legal); Definitions; *Educational Legislation; Educational Policy; Elementary Secondary Education; *Eligibility; *Federal Legislation; Pupil Personnel Services; *Special Education; Student Needs
IDENTIFIERS- *Individuals with Disabilities Education Act;

Rehabilitation Act 1973 (Section 504)

This paper examines issues concerning the eligibility of children with attention deficit disorder (ADD) for special education and related services under the Individuals with Disabilities Education Act (IDEA). A policy memorandum was issued by the Department of Education in September 1991, identifying those circumstances under which such children are eligible for special services. Such children are seen to qualify under IDEA's "other health impairments" category if ADD is a chronic or acute health problem that limits alertness, adversely affects educational performance, and requires special education. They may also qualify under other IDEA disability categories or under Section 504 of the Rehabilitation Act of 1973. The policy interpretation memorandum was issued after reviewing public comments required under the Education of the Handicapped Act Amendments (1990) and is intended to clarify for states and local school districts their responsiblities under federal law toward children with ADD. Currently at issue is implementation of the Department's ADD policy and further consideration by Congress of eligibility of children with ADD under IDEA. An appendix summarizes the history, causes, prevalence, diagnosis, treatment, and educational implications of ADD. (Includes 53 bibliographic footnotes.) (DB)

ED 343 320 EC 301 002

Aleman, Steven R.

Education of the Deaf Act: Background and Reauthorization Issues. CRS Report for Congress.

PUB DATE- 26 Jun 91

NOTE- 7p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - General (140)

DESCRIPTORS- Compliance (Legal); *Deafness; *Educational Legislation; Elementary Secondary Education; *Federal Aid; *Federal Legislation; Government Role; Higher Education; Legal Responsibility; Postsecondary Education; *Special Schools

IDENTIFIERS- *Education of the Deaf Act 1986; Gallaudet University DC; Kendall Demonstration Elementary School DC; Model Secondary School for the Deaf DC; National Technical Institute for the Deaf

This summary of the Education of the Deaf Act (Public Law 99-371) discusses the special institutions funded under the act and other issues related to the Act's reauthorization. The National Technical Institute for the Deaf (Rochester, New York) and Gallaudet University (District of Columbia) provide postsecondary training for deaf individuals. Gallaudet also offers programs for deaf children and youth through the Kendall Demonstration Elementary School (KDES) and the Model Secondary School for the Deaf (MSSD). Fiscal year 1991 appropriations are $37 million for NTID, $48 million for Gallaudet University, and $21 million for KDES. The Act also created the Commission on Education of the Deaf. The Commission's 1988 report found that education for persons who are deaf was unsatisfactory and that both Congress and the Department of Education had failed to provide necessary direction and oversight of deaf programs. Issues in the Act's reauthorization include implementation of the Commission's recommendations. (DB)

ED 343 321 EC 301 005

Billings-Fouhy, Elizabeth; And Others
Hand in Hand: Integrating Young Children in Need of Substantial Special Education Supports. Publication #16606.

PUB DATE- 5 Mar 91
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Environment; Classroom Techniques; Curriculum Development; *Disabilities; *Early Childhood Education; Evaluation Methods; Individualized Education Programs; Interdisciplinary Approach; Interpersonal Competence; *Mainstreaming; Program Evaluation; Social Integration; Student Evaluation; Teaching Methods
IDENTIFIERS- *Massachusetts

This guide presents principles for the effective integration of young children with disabilities into regular classrooms in Massachusetts. Planning for integration is discussed in terms of the responsibilities of the integration team (using either a multidisciplinary or interdisciplinary model), the role of the family, assessment of children's abilities, planning for the Individualized Education Program (IEP), and the IEP itself. Classroom design aimed at providing each child with optimum independence and opportunity to master his/her environment is considered next, along with a curriculum design that offers integrated settings as well as a wide scope of developmental challenges. Suggestions are offered for facilitating social interaction and relationships and developing a curriculum of acceptance. The importance of a written philosophy that specifies program mission, values, and long- and short-term goals is stressed. Six appendixes present: considerations in planning for assessment; a checklist for evaluating early childhood integrated settings; suggestions to facilitate the use of augmentative communication aids; special technology resources; guidelines for program evaluation documentation; and Massachusetts organizations and agencies. Includes 31 references. (DB)

ED 343 322 EC 301 006

Kentucky Services for Preschool Children with Handicaps. Partnerships in Education.
PUB DATE- 91
NOTE- 49p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Numerical/Quantitative Data (110)
DESCRIPTORS- Budgeting; Compliance (Legal); Cost Effectiveness; Costs; *Disabilities; *Early Intervention; Educational Legislation; Educational Trends; Enrollment Projections; Federal Legislation; Incidence; Needs Assessment; Preschool Education; School Demography; School Districts; Services; *Special Education; *State Aid; *State Legislation; State Programs
IDENTIFIERS- Education of the Handicapped Act Amendments 1986; *Kentucky; Partnerships in Education

This document is a request by the Kentucky Department of Education for state legislation to mandate services and provide new state funding for preschool children aged 3, 4, and 5, with handicaps. Preschool services would include special education (center, home-based, itinerant); speech, physical, and occupational therapies; and other related services including transportation. A rationale supporting the request summarizes results of research on the impact of early education and its cost effectiveness and notes requirements and sanctions of federal legislation under Public Law 99-457, the Education of the Handicapped Act Amendments, 1986. The basis of the request's budgetary calculations is provided. Current trends and future projections are summarized. A section of supporting documentation covers the current network of preschool services in the state, details on Kentucky service providers, sources of program funds, local school district program data, Head Start, private programs and comprehensive care, projections of the numbers of children to be served, average Kentucky costs for services, and recommendations for implementing regulations. Appendixes provide greater detail on numbers of young children with disabilities by county and costs for specific services. (DB)

ED 343 323 EC 301 007

Schleien, Stuart J., Ed.; And Others
Integrated Outdoor Education/Adventure. Feature Issue.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; Rehabilitation Services Administration (ED), Washington, DC.
PUB DATE- 92
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Accessibility (for Disabled); Adventure Education; Camping; *Disabilities; Outdoor Activities; *Outdoor Education; Parks; Participation; Program Administration; *Program Development; *Recreational Activities; Skiing; *Social Integration

The 12 brief articles in this "feature" or theme issue describe successful approaches to development of outdoor education programs which successfully integrate individuals with and without disabilities. Titles and authors are: "Outdoor Education and Adventure: Challenges and Rewards for All" (Stuart J. Schleien); "Benefits of Integrated Outdoor Education and Adventure" (Leo McAvoy); "Participant Comments from Integrated Outdoor Adventures" (Molly Schlaefer and Greg Stark); "Integrated Camping: After Two Solid Weeks of It..." (John E. Rynders and Stuart Schleien); "Camp Integration: Overcoming Barriers" (Gary M. Robb); "Screening Participants for Outdoor Programs" (Greg Lais); "How to Integrate Successfully: Promoting Positive Interactions" (John Rynders and Stuart Schleien); "'If I Can Do This...': The Ski for Light Experience" (Tip Ray); "A Place for Healing: Vinland National Center" (Susan Rivard); "Making Friends with Peers and the Earth" (Linda Heyne and Micky Pearson); "Accessing Our National Parks" (W. Kay Ellis); "Administrative Issues in Integrated Outdoor Programs" (Leo McAvoy). Also included are lists of 35 suggested resources and 13 suggested readings. (DB)

ED 343 324 EC 301 008

Parshall, Lucian
A Study of the Special Education Workforce in Michigan.
SPONS. AGENCY- Michigan State Dept. of Education, Lansing. Special Education Services.
PUB DATE- Feb 90
NOTE- 49p.

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrators; *Disabilities; Elementary Secondary Education; Faculty Mobility; Higher Education; Incidence; Models; Needs Assessment; *Predictor Variables; School Demography; Sex Differences; *Special Education; Statistical Data; Teacher Persistence; Teacher Recruitment; Teacher Retirement; Teacher Shortage; *Teacher Supply and Demand; *Teaching (Occupation)
IDENTIFIERS- *Michigan

This study describes the Michigan special education work force (as of 1988-89) with regard to six issues, one primary and five supplemental, having to do with the need for and supply of special educators and attempts to predict future personnel needs. The primary issue concerns the factors that will affect the teacher supply and demand in the near future. Teacher data were projected over 3 years. The study used predictive models developed by the Office of Special Education Programs, that are either market based or prevalence based. The five supplementary issues include: special education synopsis, personnel gender ratios, teachers of students with learning disabilities, higher education training programs, and special education administrators. Narratives and graphs of statistical data provide analysis of the following areas: special educator shortages, teacher retention, retirement, recruitment, out-of-state teachers, out-of-field teachers, number of teachers issued emergency approval, teachers trained in-state, the market based model, the prevalence model, and data elements. In view of the identified decline in the special education teaching profession, recommendations are made for: (1) training more teachers to enter the field; and (2) retaining current teachers by reducing the level of attrition. Additional discussions and graphs address each of the supplementary issues. Attached tables present the data used in the models. (24 references) (DB)

ED 343 325 EC 301 009

Stanley, Patricia D.; And Others
The Effect of Race on Self-Esteem and Depression in Learning Disabled Children.
PUB DATE- 13 Nov 91
NOTE- 20p.; Paper presented at the Conference of the Mid-South Educational Research Association (Lexington, KY, November 13, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Students; *Depression (Psychology); High Schools; High School Students; *Incidence; *Learning Disabilities; *Racial Differences; *Self Esteem; Self Evaluation (Individuals); *Sex Differences; Student Characteristics

This study examined relationships between self-esteem, depression, and race in 70 learning disabled high school students (39 white and 31 black). Subjects were administered the Coopersmith Self Esteem Inventory and the Children's Depression Inventory. Statistical analysis indicated a significant sex by race interaction. Both white females and black males reported significantly higher levels of self-esteem than did black females. Results indicated that, overall, white females and black males reported higher self-esteem and lower depression than white males and black females. These results differ from those usually reported, possibly due to this study's use of a learning disabled population. Results also suggest that there may be significant differences between and among various subgroups within each exceptionality in the areas of self-reported depression and self-esteem. (18 references) (DB)

ED 343 326 EC 301 010

Fullagar, Patricia; And Others
Provision of Services to Infants and Toddlers with Developmental Delay: The Health Perspective on Family and Social Issues. Short Report.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.; Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Feb 92
NOTE- 7p.; For a related document, see ED 341 196.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Childhood Needs; Day Care; *Developmental Disabilities; Eligibility; Family Involvement; *Family Programs; Federal Legislation; Health Needs; Health Services; Infants; Medical Services; *Needs Assessment; Poverty; Preschool Education; *Public Policy; Respite Care; Toddlers; Transportation
IDENTIFIERS- Developmental Delays; *Individuals with Disabilities Education Act Part H; Medicaid

This study examined provision of services to children with developmental disabilities and their families in the context of requirements of Part H of the Individuals with Disabilities Education Act, which requires family centered services for infants and toddlers. Focus group discussions were held with health professionals at two sites in each of five states. The discussion revealed three broad themes. These were: generic needs of families who have infants and toddlers with disabilities (e.g., needs for day care and respite care); extenuating needs (e.g., needs caused by poverty, lack of transportation, lack of education, isolation, or cultural diversity); and social policies (e.g., problems generated by restrictions on Medicaid services and Medicaid eligibility requirements). Emphasis is placed on the tremendous responsibility faced by families of children who are developmentally delayed as their needs far exceed the routine and customary. Includes eight references. (DB)

ED 343 327 EC 301 011

Campeau, Peggie L.; And Others
Evaluation of Discretionary Programs under the Education of the Handicapped Act: Personnel Preparation Program. Final Goal Evaluation Report and Technical Appendices.

SPONS. AGENCY- COSMOS Corp., Washington, DC.; Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 31 Mar 87
NOTE- 241p.; For a strategy evaluation of this program, see EC 310 012.

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Federal Aid; Government Role; Higher Education; Inservice Teacher Education; Preservice Teacher Education; Program Development; *Program Evaluation; Program Implementation; Pupil Personnel Services; Special Education; *Special Education Teachers; *Teacher Education
IDENTIFIERS- Office of Special Education Programs; *Personnel Preparation Program (OSEP); *Program Objectives

This report summarizes a goal evaluation study of the Personnel Preparation Program, one of five divisions in the Office of Special Education Programs (OSEP) of the U.S. Department of Education's Office of Special Education and Rehabilitative Services (OSHERS). The Personnel Preparation Program is intended to increase the numbers of qualified persons providing education and related services to children and youth with disabilities through grants to institutions of higher education, state education agencies, or other nonprofit organizations for activities including program development, evaluation, technical assistance, and financial assistance to participants. The goal evaluation project conducted project review of a representative sample of 57 projects. The following conclusions were reached: strategies can be implemented through grant activities to an extent that supports program objectives; project results support program objectives; many project results are well documented; and program logic and assumptions are valid. Recommendations address: first, immediate actions needed to address problems or information gaps; and second, candidate topics for the strategy evaluation phase of the study. A set of appendices bound in a separate volume include the protocol for project reviews, the project review instrument, a listing of competition areas, a description of the study sample, a list of persons interviewed, and a bibliography of 77 program related documents. (DB)

ED 343 328 EC 301 012

Campeau, Peggie L.; Appleby, Judith A.
Evaluation of Discretionary Programs under the Education of the Handicapped Act: Personnel Preparation Program: Final Strategy Evaluation Report and Technical Appendices.
SPONS. AGENCY- COSMOS Corp., Washington, DC.; Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Dec 87
NOTE- 186p.; For the goal evaluation of this program, see EC 301 011.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disabilities; Educational Demand; Elementary Secondary Education; *Federal Aid; Government Role; Higher Education; Inservice Teacher Education; Models; Prediction; *Predictor Variables; Preservice Teacher Education; Program Development; Program Implementation; Pupil Personnel Services; School Demography; Special Education; *Special Education Teachers; *Teacher Education; Teacher Employment; Teacher Shortage; *Teacher Supply and Demand
IDENTIFIERS- Office of Special Education Programs; *Personnel Preparation Program (OSEP)

This report summarizes a strategy evaluation study of the Personnel Preparation Program (a division in the federal Office of Special Education Programs). The Personnel Preparation Program is intended to increase the numbers of qualified special educators through grants to institutions of higher education and state education agencies. This study specifically examined the federal strategy of targeting its resources to areas of critical demand for personnel, both current and projected. The study evaluated a model, HIRES, which uses the number of special education teachers hired to fill vacancies for the 1986-87 school year to determine current and projected national demand for special education teachers. Major conclusions include the following: HIRES as a single measure does not provide an accurate measure of demand; each of the HIRES component measures is associated with critical factors for estimating demand for special education personnel; of the HIRES measures, NO HIRES (number of budgeted unfilled positions) appears to be the best single measure of critical and current demand for special educators; and predicting demand for teachers beyond 3 years is of limited value. Seven major recommendations are presented. A set of separately bound appendices include the executive summary of a companion goal evaluation report, the data collection protocol, and a list of interviewees. (14 references) (DB)

ED 343 329 EC 301 013

Rogers, Karen B.

The Relationship of Grouping Practices to the Education of the Gifted and Talented Learner: Research-Based Decision Making Series.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 91
NOTE- 99p.; For an executive summary, see EC 301 014.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Ability Grouping; Academic Achievement; Academically Gifted; Acceleration (Education); Cooperative Learning; Elementary Secondary Education; Enrichment; *Gifted; *Grouping (Instructional Purposes); Heterogeneous Grouping; *Instructional Effectiveness; *Meta Analysis; Self Esteem; Social Development; Talent

Thirteen research syntheses were analyzed to determine the academic, social, and psychological effects upon learners who are gifted and talented of three grouping practices: (1) ability grouping for enrichment; (2) mixed ability cooperative grouping for regular instruction; and (3) grouping for acceleration. It was concluded that the research showed strong, consistent support for the academic effects of most forms of ability grouping for enrichment and acceleration, but that the research is scant and weak concerning the socialization and psychological adjustment effects of these practices. Claims for the academic superiority of mixed ability grouping or for whole group instructional practices were not substantiated for gifted and talented learners. Other conclusions indicated that: academic outcomes of ability grouping vary substantially from effects reported for average and low ability learners; full time, pullout, and within-class grouping can all produce substantial academic gains; and there is little impact on self-esteem and a moderate gain in attitude toward subject in full time ability grouping. A series of guidelines for practices is included. Appendices chart the meta-evaluation of the research syntheses and the research-supported conclusions concerning grouping issues. (45 references) (DB)

ED 343 330 EC 301 014

Rogers, Karen B.
The Relationship of Grouping Practices to the Education of the Gifted and Talented Learner. Executive Summary. Research-Based Decision Making Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 91
NOTE- 12p.; For the complete report, see EC 301 013.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Ability Grouping; Academic Achievement; Academically Gifted; Acceleration (Education); Cooperative Learning; Elementary Secondary Education; Enrichment; *Gifted; *Grouping (Instructional Purposes); Heterogeneous Grouping; *Instructional Effectiveness; *Meta Analysis; Talent

This executive summary reports on a study which utilized meta-analysis and best-evidence synthesis techniques to evaluate 13 research studies on the academic, social, and psychological effects upon learners who are gifted and talented of three grouping practices: (1) ability grouping for enrichment; (2) mixed ability cooperative grouping for regular instruction; and (3) grouping for acceleration. It was concluded that the research showed strong, consistent support for the academic effects of most forms of ability grouping for enrichment and acceleration, but that the research is scant and weak concerning the socialization and psychological adjustment effects of these practices. Claims for the academic superiority of mixed ability grouping or for whole group instructional practices were not substantiated for gifted and talented learners. Guidelines are offered suggesting that: students who are gifted and talented should spend most of their school day with others of similar abilities and interests; cluster grouping of gifted students within an otherwise heterogeneously grouped classroom can be considered when a full time gifted program is not feasible; a cross-grade grouping option could be offered in the absence of a full time gifted program enrollment; gifted and talented students should be offered a variety of acceleration and enrichment based options; and mixed ability cooperative learning should be used sparingly for students who are gifted and talented. (15 references) (Author/DB)

ED 343 331 EC 301 015

Gubbins, E. Jean, Ed.
The National Research Center on the Gifted and Talented (NRC/GT)
Newsletter, June 1991 and November 1991.
SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.
PUB DATE- Nov 91
NOTE- 35p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reference Materials -
Bibliographies (131)
DESCRIPTORS- Ability Identification; Classroom Techniques;
Cooperative Learning; Creativity; Cultural Differences;
Disadvantaged Youth; Early Reading; Elementary Secondary
Education; Family Environment; *Gifted; Grouping (Instructional
Purposes); Instructional Effectiveness; Limited English
Speaking; Models; Outcomes of Education; Program Evaluation;

*Research Needs; *Research Projects; Second Language Learning;
Student Evaluation; Student Motivation; *Talent;
Underachievement
IDENTIFIERS- *National Research Center on Gifted and Talented

This document consists of the first two issues of a newsletter designed to disseminate information about the National Research Center on the Gifted and Talented, to serve as a forum for the research activities of scholars and practitioners in the field, and to reach other interested professional and parent groups. The first issue (which is also the premier issue of the newsletter) highlights the overall organization and mission of the Center. It summarizes research in progress and describes a needs assessment study designed to identify research needs, prioritize them, and develop a list of recommendations. The study resulted in a list of 21 research recommendations on topics including regular classroom practices for gifted students, regular curriculum modification, giftedness in economically disadvantaged and limited English proficient students, ability identification, program evaluation, and theory. The issue also identifies the Center's Collaborative School Districts, defined as those districts across the United States where the Center's research projects will be carried out. Research summaries are provided on the talented and gifted in rural Alaska, gifted education in the world community, scientific hypothesis forming ability of gifted ninth graders, early reading as predictive of giftedness, a longitudinal study of a pullout enrichment program, early assessment, cultural diversity and second language learning, and a statewide (Indiana) model bridging research, theory, and practice. The November issue reports on a learning outcomes project and describes year 2 research into successful classroom practices, gifted students with learning disabilities, cooperative learning, assessing giftedness in economically disadvantaged students, and motivation and underachievement. Other summaries examine grouping practices, five specific Javits Gifted and Talented Education programs, stage and structure in child development, home environments, social development, and gifted teachers. Commentaries address creativity and young gifted children. (DB)

ED 343 332   EC 301 016

Bullock, Lyndal M., Ed.; Simpson, Richard L., Ed.

Critical Issues in Special Education: Implications for Personnel Preparation. Monograph.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.

PUB DATE- 90

NOTE- 118p.; Papers presented at the Forum on Emerging Trends in Special Education and Implications for Training Personnel (Washington, DC, February 8-9, 1990). For selected individual papers, see EC 301 017-027.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- At Risk Persons; *Change Strategies; *Disabilities; Educational Change; Educational Legislation; *Educational Trends; Elementary Secondary Education; Futures (of Society); Higher Education; Language Handicaps; Leadership Training; Postsecondary Education; Preschool Education; Professional Development; *Special Education; Special Needs Students; Staff Development; Teacher Certification; *Teacher Education; Teacher Educator Education; Teacher Recruitment; *Trend Analysis; Urban Education

IDENTIFIERS- Education for All Handicapped Children Act

This document is the product of a forum that attempted to identify trends in education that are affecting and will continue to affect children with disabilities from birth to age 21, and the ensuing implications for the training of personnel. The edited transcripts of two introductory presentations begin with volume--"Charting the Course for the 1990's" (Judy Schrag) and "The Accidental Crisis" (Catherine V. Morsink). Small group discussions and recommendations are reported in the following papers: "Special Education and School Reform" (Stan F. Shaw and others); "Is It a New View? Catching Up with 94-142" (Virginia DeRoma-Wagner); "Restructuring Teacher Education: One Group's Perspective" (Clarence R. Calder); "Restructuring Teacher Education: The Integration of Undergraduate Curriculum" (Teresa D. Bunsen); "Professional Development Centers: A Collaborative Model" (Clarence R. Calder); "Leadership Training for Teacher Educators" (Sheila Lowenbraun); "State Certification" (Allen M. Huang and others); "Recruitment and Retention: Emerging Trends in Special Education and Implications for Training Personnel" (Richard L. Simpson and others); "Changes in the Urban School Population: Challenges in Meeting the Need for Special Education Leadership and Teacher Preparation Personnel" (Jeannette E. Fleischner and Richard VanAcker); "Preparing Special Education and Related Services Personnel To Serve Culturally and Linguistically Diverse Children with Handicaps: Needs and Future Directions" (Bruce A. Ramirez); "Some Perspectives on Preparing Personnel To Work with At-Risk Children, Birth to Five" (S. Kenneth Thurman and others); and "Children with Complex Medical Needs: Implications for Training Personnel" (M. Virginia Wyly). (JDD)

ED 343 333 EC 301 017

DeRoma-Wagner, Virginia
Is It a New View? Catching Up with 94-142.
PUB DATE- Feb 90
NOTE- 5p.; In: Bullock, Lyndal M., Ed. and Simpson, Richard L., Ed. Critical Issues in Special Education: Implications for Personnel Preparation. Monograph; see EC 301 016.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Compliance (Legal); Curriculum; *Delivery Systems; *Disabilities; *Educational Cooperation; Educational Trends; Elementary Secondary Education; Federal Legislation; Federal Regulation; Graduation Requirements; *Mainstreaming; Models; *Regular and Special Education Relationship; *School Organization; Special Education; Transitional Programs
IDENTIFIERS- *Education for All Handicapped Children Act

This paper provides a synopsis of issues and recommendations regarding school reform, based on discussions held at the 1990 Forum on Emerging Trends in Special Education and Implications for Training Personnel. The paper calls for schools to adopt a collaborative model that infuses special education policies and practices into general education. The paper argues that the spirit of Public Law 94-142 and federal regulations guiding disbursement of discretionary funds can be interpreted as an encouragement to develop a model that includes special and general education students in the same design. Three major issues requiring consideration in establishing this inclusionary model are graduation requirements, transition, and content and curriculum. Graduation requirements need to become more congruent with general education, offering some type of certificate that has value as a medium of exchange in the world of work or higher education. The transition process needs to be incorporated, as early as seventh grade, into programs for children with disabilities. A working relationship between special and general education is needed to develop such educational delivery methods as cooperative learning and content-focused curriculum. (JDD)

ED 343 334 EC 301 018

Calder, Clarence R.
Restructuring Teacher Education: One Group's Perspective.
PUB DATE- Feb 90
NOTE- 4p.; In: Bullock, Lyndal M., Ed. and Simpson, Richard L., Ed. Critical Issues in Special Education: Implications for Personnel Preparation. Monograph; see EC 301 016.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Disabilities; *Educational Change; Educational Trends; Education Majors; Elementary Secondary Education; Higher Education; *Leadership Training; Liberal Arts; Professional Development; *Professional Education; Regular and Special Education Relationship; Special Education; *Student Teaching; *Teacher Education; Teacher Educator Education
IDENTIFIERS- Professional Development Centers

This paper focuses on the issues of restructuring teacher education for general educators, special educators, and leadership personnel. The paper calls for preparing teachers in liberal arts, professional areas, and clinical experience. The pre-professional component should provide sound subject matter background. Professional education should then emphasize the study of teaching as an academic field, knowledge of pedagogy, classroom teaching skills, and values and ethical responsibilities. The clinical program should integrate the pre-professional components into rigorous experiences where formal knowledge is used as a guide to practical action. This segment should take place in a Professional Development Center. Competencies required of leadership personnel to function in preservice teacher education programs are outlined. (JDD)

ED 343 335 EC 301 019

Bunsen, Teresa D.
Restructuring Teacher Education: The Integration of Undergraduate Curriculum.
PUB DATE- Feb 90
NOTE- 5p.; In: Bullock, Lyndal M., Ed. and Simpson, Richard L., Ed. Critical Issues in Special Education: Implications for Personnel Preparation. Monograph; see EC 301 016.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Delivery Systems; *Disabilities; *Educational Change; *Educational Cooperation; Educational Trends; Elementary Secondary Education; Higher Education; Integrated Activities; Mainstreaming; Models; *Preservice Teacher Education; *Regular and Special Education Relationship; Special Education; Team Teaching; Teamwork; Undergraduate Study

This paper presents ideas on restructuring teacher education in the field of special education and the ensuring implications for training personnel. The reform of the American education system requires the simultaneous reform of the teacher education system. The different procedural standards, methodologies, and certification tracks used by each state, and often each university, in special education teacher education make effective reform difficult to achieve. To educate children of varying abilities and disabilities in the same setting requires that a true partnership be cultivated between regular education and special education professionals. Efforts to implement models that infuse special education concepts into the general education curriculum have met with resistance by both general and special educators. Moving toward the ideal of a merged general and special education calls for combining regular education and special education classes in teacher education, and incorporating team teaching by faculty who represent both general and special education. Teachers of students with severe and low incidence disabilities should have additional training beyond the basic special education level. (JDD)

ED 343 336 EC 301 020

Calder, Clarence R.

Professional Development Centers: A Collaborative Model.

PUB DATE- Feb 90
NOTE- 8p.; In: Bullock, Lyndal M., Ed. and Simpson, Richard L., Ed. Critical Issues in Special Education: Implications for Personnel Preparation. Monograph; see EC 301 016.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150)
DESCRIPTORS- *College School Cooperation; Cooperative Programs; *Disabilities; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Models; Postsecondary Education; *Preservice Teacher Education; *Professional Development; Program Development; Student Teaching; Teacher Education Programs; Theory Practice Relationship
IDENTIFIERS- *Professional Development Centers

This paper on trends in special education and implications for training personnel emphasizes the importance of partnerships between elementary and secondary schools and colleges of education, and specifically recommends the establishment and implementation of clinical models of teacher education and the formation of Professional Development Centers. Professional Development Centers serve as model sites for supervised clinical experiences and facilitate the transition of theory and research into practice. Staff members of Professional Development Centers must be committed to collaborative efforts in clinical preparation, applied research, and continuing professional development of all parties. The Centers should be located in a variety of socioeconomic settings and should reflect a state's population characteristics. The Center concept requires that curricula and instructional strategies be designed to model research-based practices and learning models discussed in universities' teacher preparation programs. This paper discusses qualities of clinical supervisors in Professional Development Centers, program characteristics, obstacles and inhibitors to obtaining the ideal program, and stages in moving toward this ideal. (JDD)

ED 343 337 EC 301 021

Lowenbraun, Sheila
Leadership Training for Teacher Educators.
PUB DATE- Feb 90
NOTE- 5p.; In: Bullock, Lyndal M., Ed. and Simpson, Richard L., Ed. Critical Issues in Special Education: Implications for Personnel Preparation. Monograph; see EC 301 016.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; Cooperative Programs; *Disabilities; Doctoral Programs; Educational Policy; Graduate Study; Higher Education; *Interdisciplinary Approach; *Leadership Training; *Preservice Teacher Education; *Regular and Special Education Relationship; Special Education; Teacher Education; Teacher Educator Education; Undergraduate Study

Group discussion on emerging trends in special education and implications for training personnel resulted in policy recommendations on leadership training for teacher educators. The group felt that the education of special educators and general educators, from undergraduate to doctoral levels, has evolved from different origins and proceeded in different directions. It is imperative that the isolation of the two fields from each other be reduced. Suggestions are offered for teacher education and leadership preparation, both in special education and general education. These include: cooperative instruction and responsibility throughout students' programs; screening of applicants to leadership training programs to determine their ability to work cooperatively with related disciplines; and requiring that applicants to leadership training programs have substantial classroom teaching experience. There are several barriers and obstacles to attaining interdisciplinary skills, knowledge, and attitudes. Barriers include the lack of availability of appropriate mentors and role models in higher education and public education; and the length and expense of a preparation program requiring extensive interaction with peers, mentors, and public school personnel. Recommendations for changing the nature of federal funding for leadership training programs are delineated. (JDD)

ED 343 338 EC 301 022

Huang, Allen M.; And Others
State Certification.
PUB DATE- Feb 90
NOTE- 11p.; In: Bullock, Lyndal M., Ed. and Simpson, Richard L., Ed. Critical Issues in Special Education: Implications for Personnel Preparation. Monograph; see EC 301 016.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agency Cooperation; *Change Strategies; College School Cooperation; *Disabilities; Educational Change; Educational Cooperation; Educational Policy; Elementary Secondary Education; Government School Relationship; Higher Education; Institutional Cooperation; Policy Formation; Preservice Teacher Education; *Special Education Teachers; *State Standards; *Teacher Certification; *Teacher Shortage; Teacher Supply and Demand

This paper notes that the demand for qualified special education personnel, the problem of emergency certification, and other pressures have led to a growing interest in alternative routes to teacher certification. The school reform movement has intensified efforts to professionalize teacher education and to improve the quality of teacher preparation and student performance. Many states reformed their teacher education, licensing, and compensation processes through legislative enactments during the 1980's. Several possible solutions to these certification issues are proposed. Solutions include narrowing the disparities in different states' special education terminology, philosophical bases, and training practices; developing interstate agreements; and assessing alternative certification programs. The paper concludes that there appears to be a mismatch between the needs of special education consumers and the trainees produced, which relates not only to trainee competencies and understanding, but also to the positions for which they are being prepared. Making necessary changes in training philosophy, resources, and quality concerns requires a highly collaborative effort among state education agencies, local education agencies, and institutions of higher education to develop state certification to meet the challenges. (19 references) (JDD)

ED 343 339 EC 301 023

Simpson, Richard L.; And Others
Recruitment and Retention: Emerging Trends in Special Education and Implications for Training Personnel.
PUB DATE- Feb 90
NOTE- 15p.; In: Bullock, Lyndal M., Ed. and Simpson, Richard L., Ed. Critical Issues in Special Education: Implications for Personnel Preparation. Monograph; see EC 301 016.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; *Disabilities; Educational Policy; Educational Trends; Elementary Secondary Education; Higher Education; *Labor Turnover; Leadership; Policy Formation; *Special Education Teachers; Teacher Education; Teacher Educator Education; *Teacher Recruitment; *Teacher Supply and Demand; Trend Analysis

This paper focuses on possible solutions to the problem of special education personnel recruitment and retention. Options for increasing the supply of direct service personnel include: augment salaries and benefits for educational personnel; facilitate improved working conditions and status for personnel involved in direct service; train educational personnel to be recruiters for the profession; educate personnel other than traditional educators to be teachers and service providers for students with disabilities; provide training stipends in amounts sufficient to support full-time participation in special education personnel preparation programs; develop strategies for increasing the pool of special educators from underrepresented groups and professionals to work in especially underserved areas; improve the quality of special education personnel preparation programs; and enhance and expand cooperative business, government, and education recruitment and retention programs. Solutions for the problem of recruiting and retaining leadership personnel include: make salaries and benefits available to teacher educators and other special education leadership personnel competitive with those of other professions; provide stipends, other forms of financial support, and program options that will allow career educators to pursue doctoral study; emphasize quality aspects of special education leadership training programs; enhance and expand cooperative relationships between schools of education and public/private school systems; improve personnel preparation leadership recruitment strategies and contingencies; improve and expand strategies for retaining leadership professionals through the use of skill improvement, skill development, and other options. Obstacles, barriers, and inhibitors to obtaining the ideal include the need for commitment of appropriate resources, the lack of coordinated recruitment and retention plans, and the lack of shared responsibility for education. (16 references) (JDD)

ED 343 340 EC 301 024

Fleischner, Jeannette E.; Van Acker, Richard
Changes in the Urban School Population: Challenges in Meeting the Need for Special Education Leadership and Teacher Preparation Personnel.
PUB DATE- Feb 90
NOTE- 20p.; In: Bullock, Lyndal M., Ed. and Simpson, Richard L., Ed. Critical Issues in Special Education: Implications for Personnel Preparation. Monograph; see EC 301 016.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; Cultural Awareness; *Disabilities; Educational Change; Educational Trends; Elementary Secondary Education; Higher Education; Leadership Training; Minority Groups; Multicultural Education; *Preservice Teacher Education; *Special Education Teachers; Teacher Educator Education; *Urban Education

This paper documents a small group discussion about the preparation of teachers for urban students with disabilities. The paper reviews data on the incidence of limited English speaking students in urban areas, changes in the racial composition of urban schools, and the increasing incidence of low-income families. Other issues in urban education include teacher attitudes toward students, the failure to attract and retain teachers in urban schools, and the shortage of minority leadership personnel. The paper calls for education leaders to focus research attention on the problems of urban schools and develop appropriate programs to prepare teachers for city school districts. Possible solutions include such techniques as forming dynamic partnerships among universities, public schools, businesses, parent groups, and social service agencies; implementing policies and procedures that ensure racial and cultural fairness; making bilingual education services readily available; and dividing large schools into small independently functioning units. Obstacles, barriers, and inhibitors to obtaining the ideal are discussed, such as failing to involve special education in school-based management and failing to provide beginning teachers with effective classroom management skills. Strategies for special education preparation programs are also outlined, including cultivating a greater understanding of different cultures and traditions, providing first-hand experience in urban schools, attracting multicultural personnel into the profession, and developing an understanding of human social interaction. (53 references) (JDD)

ED 343 341 EC 301 025

Ramirez, Bruce A.
Preparing Special Education and Related Services Personnel To Serve Culturally and Linguistically Diverse Children with Handicaps: Needs and Future Directions.
PUB DATE- Feb 90
NOTE- 6p.; In: Bullock, Lyndal M., Ed. and Simpson, Richard L., Ed. Critical Issues in Special Education: Implications for Personnel Preparation. Monograph; see EC 301 016.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; *Cultural Differences; *Disabilities; Educational Trends; Elementary Secondary Education; *Language Handicaps; Leadership Training; Minority Groups; *Multicultural Education; *Needs Assessment; *Preservice Teacher Education; School Personnel; Special Education Teachers; Teacher Education Programs; Teacher Educator Education; Teacher Educators; Teacher Recruitment

This paper outlines the need to diversify the education profession at practitioner, administrative, and personnel preparation levels in order to better serve culturally and linguistically diverse children with disabilities. Needs identified include developing effective recruitment and retention programs for members of ethnic minority groups; ensuring that competencies related to culturally and linguistically diverse children with handicaps are an integral component of special education and related services preparation programs; strengthening training and leadership programs preparing ethnic minority special education and related services personnel as well as personnel serving culturally and linguistically diverse children with handicaps; and initiating research and demonstration projects to improve curriculum, competencies, and training. (JDD)

ED 343 342 EC 301 026

Thurman, S. Kenneth; And Others
Some Perspectives on Preparing Personnel To Work with At Risk Children Birth to Five.
PUB DATE- Feb 90
NOTE- 6p.; In: Bullock, Lyndal M., Ed. and Simpson, Richard L., Ed. Critical Issues in Special Education: Implications for Personnel Preparation. Monograph; see EC 301 016.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *At Risk Persons; *Change Strategies; *Early Intervention; Educational Change; Educational Trends; Higher Education; High Risk Students; Infants; *Leadership Training; Preschool Children; Preschool Education; *Preservice Teacher Education; Special Education

This paper focuses on the preparation of personnel to provide services to developmentally at risk infants and young children. Efforts in preparing direct service personnel should specifically define the population of children to be served, emphasize interdisciplinary preparation while recognizing the importance of disciplinary preparation, have a major curricular focus on typical and atypical development in children from birth to age 5, and have a major curricular focus on the family. In the preparation of early intervention leadership professionals, the paper calls for statements of need to justify the preparation program, recognition of the importance of problem solving skills, recognition of various types of research and policy analysis, and the incorporation of clinical exposure. (JDD)

ED 343 343 EC 301 027

Wyly, M. Virginia

Children with Complex Medical Needs: Implications for Training Personnel.

PUB DATE- Feb 90
NOTE- 5p.; In: Bullock, Lyndal M., Ed. and Simpson, Richard L., Ed. Critical Issues in Special Education: Implications for Personnel Preparation. Monograph; see EC 301 016.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; Educational Change; *Educational Practices; Elementary Secondary Education; Higher Education; Inservice Teacher Education; Leadership Training; Preschool Education; Preservice Teacher Education; *Special Health Problems; *Teacher Education; Teacher Educator Education

This paper presents training recommendations for educators involved in the care of medically fragile children. The training guidelines span the preservice, inservice, and leadership training levels. The guidelines focus on: how personnel training can reduce fears related to serving children with specialized health needs, what type of curriculum should be developed for multilevel training of special educators and related service personnel, and how best practices training procedures can be disseminated statewide and nationally. Obstacles to obtaining the ideal and strategies for moving toward the ideal are identified. (JDD)

ED 343 344 EC 301 028

Reganick, Karol A.
Using Classic Literature To Reduce Violence and Aggression in Emotionally Handicapped Adolescents.
PUB DATE- Dec 91
NOTE- 124p.; Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Aggression; *Behavior Change; *Behavior Disorders; *Bibliotherapy; *Classical Literature; English Literature; Group Discussion; *High Interest Low Vocabulary Books; Intermediate Grades; *Interpersonal Competence; Residential Programs; Role Playing; Secondary Education; Student Behavior; Violence

A 12-week program was developed and implemented with the purpose of utilizing classical literature to encourage prosocial skills in eight students, with aggressive and violent behaviors, residing in a private residential treatment center. The program was initiated in response to the increasingly high numbers of student attacks on mental health staff. The program used high interest reading materials and videotape recordings, with students in grades 5 through 12 who had reading abilities between grades 3 and 5. The adapted and abridged literature included "Tale of Two Cities," "Jane Eyre," "The Scarlet Letter," "The Time Machine," "Frankenstein," and "Dr. Jekyll and Mr. Hyde." The program used discussion, role playing, and guided thinking skills to establish cooperation with authority figures and remediate behavior. Following the program, aggressive behaviors toward mental health workers decreased by 50 percent, students increased their ability to articulate feelings appropriately, and there was a 23 percent decrease in staff and peer injuries throughout the facility. Fifty percent of the target group ceased their violent and aggressive behavior 80 percent of the time. In addition, a new unit with unlocked doors was established for cooperative students. Appendices include discussion questions, responses of students, and mental health worker comments. (17 references) (DB)

ED 343 345 EC 301 029

Integrating Exceptional Students into the Mainstream: Literature Review.

PUB DATE- Dec 90
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; Costs; Delivery Systems; *Disabilities; Educational Practices; Elementary Secondary Education; Foreign Countries; *Instructional Effectiveness; Interpersonal Competence; Intervention; *Mainstreaming; Models; Preservice Teacher Education; *Program Effectiveness; *Social Integration; Special Education; Teaching Methods
IDENTIFIERS- *Canada

This monograph presents a brief review of the literature on integrating students with disabilities into mainstream educational programs. It begins by clarifying such terms as normalization, least restrictive environment, mainstreaming, and integration. It offers a historical perspective with a Canadian emphasis. The research on efficacy of integration is reviewed in terms of academic effects and social skills. Limitations of efficacy research are identified, including definitions of the handicapped population, educational intervention factors, and measurement of the dependent variable. Cost implications are considered. The importance of identifying effective practices is emphasized in a review of effective instructional practices and effective social skills instruction. Finally, six issues are recommended for future consideration before the adoption and implementation of widespread integration, including: integration cannot be viewed as a cost-saving measure, support services must be considered an integral part of any integration model, and Canadian teacher training programs should require all teachers in training to take special education courses. Appendixes provide additional information on the Cascade Service Delivery Model, the Modified Cascade Model, the Adaptive Learning Environment Model, the Integrated Classroom Model, and the Collaborative/Consultative Model. (23 references) (DB)

ED 343 346 EC 301 030

Goldbach, Robert L.
Five Years of Follow-Up of Mentally Retarded School Completers.
SPONS. AGENCY- Edith L. Trees Charitable Trust.
PUB DATE- Nov 91
NOTE- 121p.; For a previous report, see ED 334 748.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Education Work Relationship; Employment; Followup Studies; Graduate Surveys; High School Graduates; High Schools; Housing; *Job Placement; *Mental Retardation; Multiple Disabilities; *Outcomes of Education; Parent Role; Place of Residence; Postsecondary Education; Quality of Life; Special Education; Transitional Programs; Unemployment; *Vocational Adjustment

This report documents the fifth year of follow-up of mentally retarded school completers in the Pittsburgh (Pennsylvania) area, begun with parents/ guardians of students who completed their special education programs in 1985-86 (N=73) and in 1986-87 (N=60), 1990 (N=102), and in 1991 continued with completers (N=95), when a preliminary follow-up study was done. Findings for the first two groups are reported in terms of living arrangements, work situations, competitive employment, physical and emotional disabilities, expectations and outcomes (a retrospective), and the hard core idle. The 1990 cohort is discussed in terms of living arrangements, work situations, competitive employment, training and placement, transition planning and outcomes, and comparison of work and living arrangements of three cohorts 1 year after completion. Initial follow-up data for the 1991 school completers are presented for living arrangements, work situations, job placements, post-school training placements, transition planning, and comparison with the 1990 cohort. Conclusions on the oldest group include more movement into a variety of competitive and sheltered work situations, entrenched patterns of idleness by 14 percent of the group, and no progress for those with multiple disabilities. Conclusions for the 1990 cohort include substantial similarities with experiences of the older group at the same stage. Findings for the 1991 cohort included a higher proportion with no work placement. (DB)

ED 343 347 EC 301 031

Davis, JoAnne; And Others
An Investigation of Issues Related to the Special Education Teacher Shortage in the State of Oklahoma.

SPONS. AGENCY- Oklahoma State Dept. of Education, Oklahoma City. Div. of Special Education.
PUB DATE- Apr 91
NOTE- 71p.; Cover drawing will copy poorly. Several pages contain type that fades toward the bottom margin.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administration; *Disabilities; Elementary Secondary Education; Graduate Study; Higher Education; National Surveys; Needs Assessment; *Special Education Teachers; State Departments of Education; State Surveys; State Universities; Teacher Certification; *Teacher Persistence; *Teacher Recruitment; *Teacher Shortage; *Teacher Supply and Demand; Undergraduate Study
IDENTIFIERS- *Oklahoma

This study evaluated the shortage of special education teachers in Oklahoma and presented a long term plan to meet this need. The study examined: (1) teacher shortages by category and geographic location in Oklahoma; (2) availability of individuals with the potential to be special education teachers; and (3) innovative recruitment and retention strategies. Following a chapter that addresses administrative components, the second chapter reports results of a survey of Oklahoma school district special education teacher needs. Results of a survey of special educators on their thoughts about retention and recruitment issues are reported in Chapter III. A survey of students at Oklahoma state universities majoring in general education and possibly interested in special education is reported in Chapter IV. Chapter V presents information received from State Departments of Education and university special education training programs throughout the United States. Chapter VI presents recommendations, addressing retention (at both state and local levels); recruitment (addressed to institutions of higher education and the State Department of Education); and certification (new certification, alternative certification, emergency certification, speech/language certification, undergraduate programs, graduate programs, and local education agencies). Appendices include the survey forms and a literature review. (24 references) (DB)

ED 343 348 EC 301 032

Family Support: A New Way of Thinking.
PUB DATE- 91
NOTE- 17p.; Spanish version appended: "Apoyo Familiar. Una Manera Neuva de Pensar."
LANGUAGE- English; Spanish
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Delivery Systems; Demonstration Programs; *Disabilities; *Family Programs; Financial Support; *Human Services; Independent Living; Residential Institutions; *State Programs
IDENTIFIERS- *Family Support (Disabilities); *Illinois

This brochure presents an overview of the eight trial Family Support Programs in Illinois which attempt to meet needs of families of children with disabilities in order to enable such children to remain with their families and avoid institutional placements. Principles of family support are listed, including its focus on whole families and meeting needs within integrated community environments. Innovative approaches of some of the programs currently offered in 45 states are noted. The Illinois program is then reviewed, noting such factors as provision of services to over 150 families, new state legislation, planned stipends to families providing care at home, and direct services to adults to encourage self-supporting independent living. (DB)

ED 343 349 EC 301 034

Policy Statements of the Illinois Planning Council on
Developmental Disabilities.
PUB DATE- Jun 91
NOTE- 37p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Adolescents; Adults; Children; Community Programs; Criminals; Day Care; *Developmental Disabilities; Drug Therapy; Early Intervention; Education Work Relationship; Employment; Ethics; Family Programs; Infants; Normalization (Handicapped); Policy Formation; *Public Policy; Punishment; *State Standards; Transportation; *Values
IDENTIFIERS- *Illinois; *Illinois Planning Council on Develop Disabil

This set of policy statements of the Illinois Planning Council on Developmental Disabilities, adopted from 1989 through 1990, documents Council philosophies and beliefs about issues impacting persons with developmental disabilities and their families. The value standard guiding all Council policies, plans, practices, grants, and advocacy is consideration of the question: "Would I willingly accept this for myself or any of my family members who are disabled?" Specific statements address the following areas: the offender who is developmentally disabled; transition from school to adult life; the role of education in preparing students with developmental disabilities for adulthood; employment; least restrictive environment; care and treatment of infants with developmental disabilities; child care; transportation; persons with developmental disabilities and the use of psychotropic drugs; employment and income support; family support; Acquired Immune Deficiency Syndrome (AIDS); case management; community living; early intervention; free and appropriate public education; prevention; and use of severe punishment or adversives with persons with developmental disabilities. (DB)

ED 343 350   EC 301 035

Keeping Kids in Their Home Schools. Final Report: Subcommittee to the Public Policy Committee.
PUB DATE- Sep 90
NOTE- 47p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agency Cooperation; Change Strategies; Child Advocacy; *Developmental Disabilities; Educational Philosophy; *Educational Policy; Educational Practices; Elementary Secondary Education; Family Programs; Financial Support; Human Services; *Mainstreaming; *Needs Assessment; *Residential Programs; Social Integration; Special Education; *Student Placement
IDENTIFIERS- *Illinois

This report was submitted by an Illinois policy subcommittee representing various agencies, parent advocacy groups, and university experts, established to investigate why children with developmental disabilities were frequently being removed from their home schools and communities. The report examines percentages of such children being placed in programs other than their home schools, district funding incentives for placement outside the home school, provision of support services to families, and state philosophy regarding educational placements in the least restrictive environment. An examination of the state of the art and best practices summarizes the literature on families, schools, teachers and other professionals, parents and professionals, and students. Illinois' standing on each issue is considered. Five recommendations are made, including: (1) increase incentives for programs in the home school; (2) increase the amount and type of family support services; (3) reconceptualize case management to better link families with appropriate services; (4) build upon best practice models to develop a better state philosophy regarding integration opportunities for children with disabilities; and (5) support case studies of successful schools and studies which identify steps needed to improve integrated educational opportunities. Appendices list subcommittee members and present Illinois statistical data. (45 references) (DB)

ED 343 351 EC 301 036

Lombardi, Thomas P.; Savage, Luise

Higher Order Thinking Skills for Students with Special Needs.

PUB DATE- 14 Apr 92

NOTE- 16p.; Paper presented at the Annual Conference of the Council for Exceptional Children (70th, Baltimore, MD, April 13-17, 1992).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Abstract Reasoning; Cognitive Processes; *Critical Thinking; Daily Living Skills; Elementary Secondary Education; Integrated Activities; Learning Disabilities; Learning Strategies; Logical Thinking; Mild Disabilities; Mild Mental Retardation; Problem Solving; Skill Development; *Special Needs Students; Student Motivation; *Teaching Methods; *Thinking Skills

This paper presents a rationale for teaching higher level thinking skills to students with special needs, including those with mild mental handicaps and learning disabilities. It briefly reviews the literature on teaching such skills, stressing that thinking skills can be taught through specific teaching methods such as a four-step method (introduce the skill, explain the skill, demonstrate the skill, apply the skill) and careful questioning. Incorporation of higher level thinking skills into life skills is stressed, and teaching students use of the I PLAN five-step motivational and learning strategy is urged. Evidence of the I PLAN model strategy's effectiveness in increasing student input to Individualized Education Programs is offered. (12 references) (DB)

ED 343 352 EC 301 037

Traustadottir, Rannveig
Supports for Community Living: A Case Study.

SPONS. AGENCY- Minnesota Univ., Minneapolis. Research and Training Center on Community Living.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Aug 91
NOTE- 47p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attendants; Case Studies; *Cerebral Palsy; Citizen Participation; Community Programs; Deinstitutionalization (of Disabled); Delivery Systems; Friendship; *Helping Relationship; *Human Services; *Independent Living; Interpersonal Relationship; Older Adults; Personal Autonomy; Social Integration; *Social Support Groups

This case study represents an attempt to develop knowledge and understanding of "community supports," those formal and informal supports necessary to enable people with disabilities to live in the community and participate fully in community life. The individual in the case study is a white man with severe cerebral palsy born in 1912. The study examines the supports given by a human service worker who provided personal assistance and the role of this support in connecting the subject with the community. The study offers a historical perspective on past service models and highlights the emerging shift from a program paradigm to a support paradigm. Data were collected through interviews and participant observation. Study findings are reported in terms of: surviving in institutional settings; struggling in the community; the role of the personal attendant as a staff person and a friend; and various components of support (everyday practical assistance, translating, facilitating, supporting self-determination, and interweaving formal and informal supports). (41 references) (JDD)

ED 343 353 EC 301 038

Fullagar, Patricia; And Others
Provision of Services to Handicapped Infants and Toddlers with Developmental Delay: The Health Perspective on Resources. Short Report.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.; Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Feb 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agency Cooperation; Change Strategies; *Disabilities; Family Programs; Federal Legislation; Infants; Interdisciplinary Approach; *Medical Services; *Needs Assessment; *Policy Formation; Preschool Education; Program Implementation; Resources; Toddlers
IDENTIFIERS- *Individuals with Disabilities Education Act Part H

This paper discusses resources needed by infants and toddlers who are disabled and by their families, with respect to policy implementation of Part H of the Individuals with Disabilities Education Act. The paper emerged from a series of focus group discussions with health professionals in five states. Out of the open-ended discussions emerged several themes, including: medical requirements of the children in addition to treatment of developmental delays; identification of professional human resources; programmatic resources for treatment and evaluation; and structural resources such as insurance coverage and transportation. Policy strategies are suggested in the areas of resource distribution, multidisciplinary cooperation and communication, and financial support. (7 references) (JDD)

ED 343 354 EC 301 039

Laux, Bob; Moran-Laux, Cynthia
Your Place or Mine? A Handbook for Home Ownership.
SPONS. AGENCY- Illinois Planning Council on Developmental Disabilities, Springfield.
PUB DATE- 91
NOTE- 96p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; Budgeting; Consumer Education; *Decision Making; *Disabilities; Friendship; *Housing; *Independent Living; Interpersonal Competence; Interpersonal Relationship; Money Management; Personal Autonomy; Place of Residence; *Real Estate
IDENTIFIERS- Illinois

This handbook is intended to help people with disabilities gain an understanding of their options in deciding where to live and with whom to share their lives. The focus of the book is on people seeking housing options in Illinois, but the book is designed to be applicable elsewhere. Chapter 1 outlines the importance of many components of community living, such as income, daily activities, relationships with others, community support, and a home. Chapter 2 examines ways that people meet and form relationships, how compatibility is determined, how to make the decision to live with another person, and how to get along with others. Chapter 3 concentrates on the ability to control one's home by buying or renting a place through housing cooperatives, family trusts, and condominium and shared housing programs. Chapter 4 analyzes real estate fundamentals such as financing, zoning, interest, and taxes. Chapter 5 offers assistance in budgeting for a home; income and the possibility of cost sharing with someone else are also reviewed. Chapter 6 discusses rental subsidies and low-interest mortgages available in Illinois. Appendixes provide forms to determine rental costs, ownership costs, and monthly mortgage expenses and a list of housing organizations in Illinois. (JDD)

ED 343 355 EC 301 040

Creasey, M. Suzanne; And Others
Service Delivery Options and Considerations for Students Who Have Sensory or Multiple Disabilities. A New Vision for Education.
PUB DATE- 10 Jan 92
NOTE- 46p.; For a related document, see EC 301 041.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Blindness; Deafness; *Delivery Systems; Educational Trends; Elementary Secondary Education; *Hearing Impairments; *Legal Responsibility; *Mainstreaming; *Multiple Disabilities; Residential Programs; Residential Schools; Special Schools; Trend Analysis; *Visual Impairments
IDENTIFIERS- Virginia

This paper examines research and literature related to the education of Virginia students who are deaf or hearing impaired, blind or visually impaired, or multihandicapped. The paper discusses legal considerations such as least restrictive environment and other variables required to be considered when determining appropriate service delivery methods. For each type of disability, the paper examines historical trends in service delivery; current trends in service delivery, integration into public schools, residential programs, and curriculum; benefits of integrated programs and factors affecting successful programs; and benefits of residential programs. The paper concludes that the Virginia Board of Education has endorsed the concept of community-based education and recommended that multihandicapped students presently served in a separate residential facility be transitioned into the community. Local schools will be responsible for developing local options or sharing in the expense of residential services as deemed appropriate. The purpose of Virginia's two Schools for the Deaf and the Blind has been redefined to provide students with the necessary skills to function successfully in their home communities. (Approximately 80 references) (JDD)

ED 343 356   EC 301 041

Barnes, Hunter L.; And Others
Virginia Schools for the Deaf and Blind: Comprehensive Report. A New Vision for Education.
PUB DATE- 10 Jan 92
NOTE- 106p.; For a related document, see EC 301 040.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141)
DESCRIPTORS- *Blindness; Budgets; *Deafness; Educational History; *Educational Trends; Elementary Secondary Education; Enrollment; Facilities; Policy Formation; Program Development; *Special Schools
IDENTIFIERS- *Virginia

This report provides background information to the Virginia Board of Education and the Virginia Department of Education for implementation of a policy which makes major program changes at Virginia's two Schools for the Deaf and the Blind in Hampton and Staunton. The information covers a history of the schools, current school programs and services, descriptions of previous policy and program reports, the physical facilities, budget data, enrollment data, and reimbursement for regional programs. Appendixes offer descriptions of physical facilities, budget and enrollment data, rates for special education and related services by school district, previous report summaries, and maps. (JDD)

ED 343 357 EC 301 042

Smith, Deborah Deutsch; And Others
History and Future Needs of Doctoral Training in Special Education.
PUB DATE- 90
NOTE- 24p.; For a related document, see EC 301 043.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Disabilities; *Doctoral Programs; *Educational History; Elementary Secondary Education; *Futures (of Society); Higher Education; *Leadership Training; Needs Assessment; Special Education; Special Education Teachers; Supply and Demand; Teacher Education Programs; Teacher Educator Education; *Teacher Supply and Demand

This paper traces the history of leadership training in the field of special education as a context for a projection of future leadership personnel needs. The current situation in supply and demand for special education leadership personnel is analyzed, and it is found that the number of available personnel is dwindling while the number of job openings is remaining constant or increasing. A discussion of concerns for the future focuses on how much specialization is desirable and a discussion of which content areas and skills are important for special education leadership personnel considers such areas as assistive devices, multicultural education, ergonomist skills, and distance education. The paper calls for changes in federal support of doctoral programs in such a way as to dedicate a substantial portion of leadership funding to doctoral student support while retaining funds to be allocated to new programs in new areas of specialization. The question is raised as to whether the Comprehensive System for Personnel Development is the best vehicle for data collection and analysis of leadership personnel, and it is concluded that the field is facing a critical shortage of both generalists and specialists, that the breadth of the field is expanding, and that a national data collection system is needed. (8 references) (JDD)

ED 343 358 EC 301 043

Smith, Deborah Deutsch; And Others
Special Education Leadership: Supply and Demand Revisited.
PUB DATE- 91

NOTE- 29p.; For a related document, see EC 301 042.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; *Doctoral Programs; Futures (of Society); Higher Education; Labor Market; *Leadership Training; National Surveys; *Needs Assessment; *Special Education; Special Education Teachers; Specialization; Supply and Demand; Teacher Education Programs; Teacher Educator Education; *Teacher Supply and Demand

This study sought to update and expand the existing databases relating to the supply and demand of special education leadership personnel through a survey of 55 institutions of higher education (IHEs) having doctoral programs in special education. Results are analyzed in terms of doctoral enrollments for the 1990-91 academic year, specialty areas, faculty searches, faculty needs projections, reasons for new faculty positions, and positions taken by graduates. The survey found that schools participating in the Higher Education Consortium for Special Education (HECSE) were the greatest suppliers of leadership personnel and that their graduates take positions in institutions of higher education more frequently, while non-HECSE graduates tend to take positions in state or local education agencies at a greater rate. There was, however, an increase of non-HECSE doctorates entering IHEs, perhaps because they had two or more areas of specialty and could teach across broader and more areas. Very few new doctorates were unable to find employment within their field of expertise. Special education appears to have a very limited pool of future applicants who come from culturally and linguistically diverse backgrounds. The survey reinforces previous work on the need to re-supply exiting and retiring faculties. (17 references) (JDD)

ED 343 359 EC 301 045

Exploring Education Issues of Cultural Diversity.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- 24 May 91

NOTE- 45p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Attitudes; Cooperative Programs; Curriculum Development; Delivery Systems; Educational Finance; Educational Methods; Educational Policy; Elementary Secondary Education; *Ethnic Groups; Instructional Development; Instructional Materials; *Minority Groups; Models; Parent Participation; School Administration; School Community Relationship; Social Bias; Special Education; Student Evaluation; Teacher Education

IDENTIFIERS- Diversity (Student)

For a project designed to increase understanding of cultural diversity in the United States as a preliminary to meeting the educational needs of all the country's children, 42 professionals and parents were asked to identify the critical issues in the education of children from minority backgrounds. Over 200 issues were identified in 8 areas: (1) administration and policy; (2) attitudes and bias; (3) training and personnel; (4) curriculum and instruction; (5) assessment; (6) society and community; (7) parents and families; and (8) funding. Selected issues raised by respondents indicated that, among other problems: (1) school organization is not effective in dealing with diversity; (2) the current educational system has a mainstream bias which adversely affects minority students; (3) educators are not receiving appropriate training in this area and teacher educators also lack the needed knowledge and skills; (4) current instruction, curricula, materials/methods and service delivery models are inadequate; (5) inadequate assessment has led to overrepresentation or underrepresentation of minority students in various educational programs; (6) increased collaboration within the community is needed; (7) parental involvement needs to be encouraged and increased; and (8) funding for all schools should be equalized. All the issues identified are listed in the report under the eight categories. Concluding sections offer additional thoughts, a description of the data collection process, a directory of the respondents, and a listing of respondents by the ethnic groups with which they are concerned. Appendixes provide diversity data by state and the forms used in the survey. (24 references) (DB)

ED 343 360 EC 301 046

Fox, Harriette B.; And Others
Medicaid Financing for Mental Health and Substance Abuse Services for Children and Adolescents. Technical Assistance Publication Series Number 2. Financing Subseries, Volume 1.
PUB DATE- 91
NOTE- 91p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Children; Compliance (Legal); Eligibility; *Federal Aid; *Federal State Relationship; Financial Policy; Financial Support; Legal Responsibility; *Mental Disorders; *Mental Health; Program Administration; Psychiatry; Services; Social Services; *Substance Abuse; Technical Assistance; Therapy
IDENTIFIERS- *Medicaid

This technical assistance report provides an overview of Medicaid coverage policies for mental health and substance abuse services including all the Medicaid financing opportunities available to states to meet mental health and substance abuse treatment objectives. It contains background information on the Medicaid child and adolescent population, explains key components of the Medicaid program, and includes a status report on states' current Medicaid eligibility and service coverage policies. The report addresses the following questions: (1) "What are the characteristics and service needs of children receiving Medicaid?"; (2) "How do children become eligible for Medicaid benefits?"; (3) "What types of services can State Medicaid programs reimburse?"; (4) "How are State Medicaid programs financed and administered?"; (5) "How do States use federally mandated services to serve children?"; (6) "What optional benefits are available?"; and (7) "How might Medicaid reimbursement be improved?". Thirteen tables are appended which detail state coverage of specific procedures. Also appended are two glossaries, one covering Medicaid terms, and one abbreviations. (71 endnotes are included) (DB)

ED 343 361 EC 301 047

Lange, Cheryl M.; Ysseldyke, James E.
Participation of Students with Disabilities and Special Needs in Postsecondary Enrollment Options. Research Report No. 1. Enrollment Options for Students with Disabilities.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Nov 91
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College School Cooperation; College Students; Developmental Disabilities; *Disabilities; English (Second Language); Enrollment; Gifted; Grade 11; Grade 12; Higher Education; High Schools; Individualized Education Programs; Learning Disabilities; Mental Retardation; Needs Assessment; *Postsecondary Education; *School Choice; Special Needs Students; State Programs; *Student Participation; Urban Education; Vocational Education
IDENTIFIERS- *Postsecondary Enrollment Options Act (Minnesota)

This study examined the extent to which students with disabilities or special needs participate in Postsecondary Enrollment Options (PSEO), a Minnesota program which allows 11th and 12th grade students to complete high school credits at a 4-year or 2-year college or a postsecondary vocational training institution. Directors of the PSEO programs at the 77 participating postsecondary institutions were surveyed. Among findings were: (1) 8 percent of the reported 4,183 PSEO participants were considered to be students with disabilities or special needs; (2) 90 percent of these students were attending technical colleges or the University of Minnesota; (3) 47 percent were identified as having learning disabilities or special needs and 17 percent were gifted; (4) 8% reported English as their second language; (5) 8 percent of students were reported as having mental retardation or developmental disabilities; (6) 42 percent of PSEO students in urban areas were identified as disabled; and (7) Individualized Education Plans existed for 132 of the 318 program participants with disabilities. Comments from respondents addressed concerns about resources, knowledge of handicapping conditions, policy, positive feedback, student characteristics, accessibility issues, and inadequate transition. The study's implications for provision of support services, transition planning, and the need to supply more information to the postsecondary institutions are addressed. (7 references) (DB)

ED 343 362 EC 301 048

Ysseldyke, James E.; And Others
Public School Choice: What about Students with Disabilities? Research Report No. 2. Enrollment Options for Students with Disabilities.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Nov 91
NOTE- 20p.; For related documents, see EC 301 047-050.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Attitudes; Behavior Disorders; *Disabilities; Educational Finance; Elementary Secondary Education; Enrollment; Outcomes of Education; Planning; Program Costs; Program Implementation; *Public Schools; *School Administration; *School Choice; School Demography; Special Education; State Programs
IDENTIFIERS- *Minnesota

Surveys listing 20 issues relating to school choice and special education were sent to the 102 Directors of Special Education in Minnesota. Directors were asked to rate issues as important or not important. The 54 responding directors identified the following issues as most important: (1) excess program costs; (2) effects of enrollment options on the planning process (enrollment projections, staffing, variety of programs, etc.); and (3) the billing of resident districts for special education services. Issues were originally identified at a 1990 meeting of Minnesota legislators, school administrators, parents, teachers, students, advocates, and educational leaders. Twenty issues were grouped into outcome issues (e.g., program excellence and excess program costs), implementation issues (criteria for between-District transfers and local control), and demographic issues (Native American schools and small rural schools). Some comments made by respondents are also presented. Most concerns expressed were in the area of "logistical hassles." Two other matters not immediately obvious in the list of comments were concern about being overridden with students with disabilities and differential concern as a function of category. It is also clear that administrators were concerned about the transfer of students with behavior disorders into their systems. Includes six references. (DB)

ED 343 363 EC 301 049

Gorney, Deborah J.; Ysseldyke, James E.

Students with Disabilities Use of Various Options To Access Alternative Schools and Area Learning Centers. Research Report No. 3. Enrollment Options for Students with Disabilities.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jan 92
NOTE- 32p.; For related documents, see EC 301 047-050.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Behavior Disorders; *Disabilities; Emotional Disturbances; Enrollment; Handicap Identification; High Schools; Labeling (of Persons); *Nontraditional Education; Open Enrollment; Pregnant Students; *School Choice; State Programs; Student Needs; Student Participation
IDENTIFIERS- *Minnesota

This study examined the extent to which students with disabilities are accessing alternative schools and Area Learning Centers (ALC) in Minnesota. Also of interest was the option used by students to enroll in the school, the extent to which students crossed district boundaries to attend the school, and differential participation by category of disability. Surveys were returned by a total of 63 directors of public or private alternative schools or ALCs. Results indicated that students with disabilities are accessing alternative school/ALC programs in ways similar to nondisabled students with approximately equal percentages using the High School Graduation Incentive, the Pregnant Minor/Minor Parent, and the open enrollment options. Students with emotional/behavioral disorders were heavily represented in these schools. It was also discovered that when students enter these programs, special education labels are often dropped and services discontinued. Concerns are raised about whether students with disabilities are receiving needed services in these programs, or whether, instead, the lack of labelling increases their success. (10 references) (DB)

ED 343 364 EC 301 050

Ysseldyke, James E.; Lange, Cheryl M.

Participation of Different Categories of Students with Special Needs in Enrollment Options. Research Report No. 4. Enrollment Options for Students with Disabilities.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jan 92
NOTE- 33p.; For related documents, see EC 301 047-049.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; Agency Cooperation; *Behavior Disorders; *Disabilities; Elementary Secondary Education; *Emotional Disturbances; Open Enrollment; School Administration; *School Choice; School Districts; State Programs; State Surveys; *Transfer Policy; Tuition Grants
IDENTIFIERS- *Minnesota

A random sample of Minnesota school districts participated in a study that examined the participation rates of students with disabilities in school choice options and tuition agreements. Surveys were sent to 100 Directors of Special Education; the response rate was 74%. The Directors of Special Education were asked to document the number of students with disabilities transferring in or out of their districts by means of open enrollment, high school graduation incentives (HSGI), tuition agreements between boards, and any other enrollment option. A large majority of students with disabilities were found to be transferring school districts using tuition agreements. Students demonstrating emotional/behavioral disorder were found to be the largest disability group (31 percent) transferring schools and utilizing both open enrollment and tuition agreements between boards. The greatest number of students (73 percent) were transferring schools using tuition agreements between boards. Very few participants used the HSGI option to transfer schools. Significant differences were found in participation rates between districts of differing enrollments with districts having enrollments over 20,000 also having the greatest percentage of students transferring in. Possible reasons for the high numbers of students with emotional and behavior disorders are discussed. (DB)

ED 343 365 EC 301 051

Geiger, William L.; And Others
National Directory of Special Education Personnel Preparation Programs. 1991 Edition.
PUB DATE- 92
NOTE- 70p.; For the previous edition, see ED 302 052.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adapted Physical Education; Colleges; *Disabilities; Elementary Secondary Education; Graduate Study; *Higher Education; *Paraprofessional School Personnel; *Postsecondary Education; *Preservice Teacher Education; *Special Education Teachers; Specialists; Teacher Education; Two Year Colleges; Undergraduate Study; Vocational Education Teachers

This directory lists approximately 860 postsecondary programs that prepare special educators, paraprofessionals for special education, adapted physical educators, or vocational special needs personnel. The directory is organized alphabetically by state and by postsecondary institution within each state. A set of codes is used to identify common areas of preparation within and across states. Keys are provided at the beginning of each state's listing to explain the codes used for levels of programs and areas of preparation. The information was obtained through nationwide surveys of the institutions conducted between 1989 and 1991. (DB)

ED 343 366 EC 301 052

Annual Report of the Rehabilitation Services Administration to the President and to the Congress on Federal Activities Related to the Administration of the Rehabilitation Act of 1973, as Amended. Fiscal Year 1990.

PUB DATE- 91

NOTE- 505p.

LANGUAGE- English

EDRS Price- EDRS Price - MF02/PC21 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)

DESCRIPTORS- Compliance (Legal); Demonstration Programs; *Disabilities; Employment; Federal Aid; *Federal Legislation; Government Role; Grants; Independent Living; Information Centers; Migrant Workers; Program Evaluation; Recreation; *Rehabilitation; Supported Employment; *Vocational Rehabilitation

IDENTIFIERS- Americans with Disabilities Act 1990; *Rehabilitation Act 1973

This annual report describes activities under the Rehabilitation Act of 1973 (as amended) from October 1, 1989, through September 30, 1990. The report presents activities by each section under General Provisions and by each of seven Titles. An executive summary highlights specific activities. These include; continuation of Rehabilitation Services Administration priorities; publication of "American Rehabilitation"; program evaluation activities; activities of the Clearinghouse on Disability Information; revision of the program monitoring system; the Client Assistance Program; the American Indian program; activities of the National Institute on Disability and Rehabilitation Research; rehabilitation training; supported employment demonstration projects; vocational rehabilitation services to handicapped migratory and seasonal farmworkers; special recreation programs for individuals with handicaps; the National Council on Disability; employment of people with disabilities in the federal government; the Architectural and Transportation Barriers Compliance Board; the Office of Federal Contract Compliance Programs; nondiscrimination activities; the Interagency Coordinating Council; the Projects with Industry Program; the Supported Employment Program; the State Comprehensive Services for Independent Living Program; Centers for Independent Living; and independent living services for older blind individuals. Nine appendices provide additional detail. (DB)

ED 343 367 EC 301 053

Baer, Richard; And Others
Referral Consultant: An Expert System for Guiding Teachers in Referring Students for Special Education Placement. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Aug 91
NOTE- 84p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bias; *Computer Uses in Education; Decision Making; *Disabilities; Elementary Education; *Expert Systems; *Referral; Special Education; Student Characteristics; *Student Evaluation; Student Placement; Teacher Attitudes; Teacher Role
IDENTIFIERS- Prereferral Intervention

In light of evidence indicating that referral itself often predicts student placement, an expert system was designed to assist educators to reduce bias in the process of referring students with suspected disabilities. A preliminary review of the literature looks at teacher perceptions as a predictor of handicapping conditions, referral bias, and placement as a measure of handicapping conditions. The Referral Consultant expert system asks a series of questions which quickly assess, first, whether the student is an obvious candidate for special education referral, and then, if not, the student's academic achievement and learning problems, possible handicapping conditions to account for the learning problems, other difficulties possibly accounting for the learning problems, and whether pre-referral interventions have been attempted. The output is a report describing its conclusions as to whether the student should be referred for special education assessment. The system was evaluated in 18 elementary schools. Implementation of the system had no statistically significant impact on the percentage of students referred for special education, or the ratio of students placed to students assessed. Additionally, variables predicting referral for special education assessment were not consistent. Another report detailing the Referral Consultant logic, questions, and output is attached. (21 references) (DB)

ED 343 368   EC 301 054

Hemp, Richard
Financing Community Services for Persons with Disabilities: State Agency and Community Provider Perspectives.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Agency Cooperation; *Community Programs; Community Services; *Developmental Disabilities; *Financial Support; Government Role; *Mental Retardation; Models; Policy Formation; Public Policy; State Aid

This serial issue summarizes findings from a survey of 20 state mental retardation and developmental disabilities agencies and 93 community based providers on developing and financing community services. The survey queried respondents concerning: (1) which models or strategies for financing community services have been most effective; (2) what states' and providers' current and future community service priorities are; and (3) how particular actions or policies of federal, state, or local governments affect efforts to develop and finance community services. Stage agencies offered 10 recommendations of which the most important were funding flexibility, increased family support services, improved state government collaboration with local governments, and creative use of "traditional" models. Recommendations of community providers addressed the start-up of services and supports, the ongoing operation of services and supports, and missions and values of community organizations. Principles for developing and financing community services and supports were suggested by the surveys including improved collaboration between governmental agencies and private providers, the value of innovative examples, and a community employment system in transition. (26 references) (DB)

ED 343 369 EC 301 055

Pawl, Jeree, Ed.
Early Intervention.
PUB DATE- Feb 92
NOTE- 42p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; *Early Intervention; Ethics; Family Programs; Federal Legislation; Infants; Parent Education; Policy Formation; Resource Allocation; Services; Social Support Groups; Young Children
IDENTIFIERS- Education of the Handicapped Act 1986 (Part H); Individuals with Disabilities Education Act Part H; Medically Fragile

This newsletter focuses on the theme of early intervention which infants and young children with special needs in nine brief articles: "Early Intervention: A Matter of Context" (Samuel J. Meisels); "Early Intervention Research: Asking and Answering Meaningful Questions" (Jack P. Shonkoff); "From Case Management to Service Coordination: Families, Policymaking, and Part H" (Evelyn B. Hausslein et al.); "Part H Coordinators: Stresses, Satisfactions, and Supports" (Carol P. Berman); "Supports for the Process of Change in 'Program Families'" (Linda Gilkerson); "Finding Common Ground: Facilitating a Therapeutic Group for Diverse Parents of Young, Disturbed Children" (Lesley Koplow); "The Long Aftermath: Ethical Dilemmas in Resource Allocation Posed by the Care of Medically Fragile Young Children" (Edward A. Feinberg); "NCCIP: Achievement and Challenge--Remarks upon Receiving the Dolley Madison Award" (Urie Bronfenbrenner); and the presidential address of the president of the National Center for Clinical Infant Programs (Kathryn E. Barnard). Also included in the newsletter are reviews of nine publications and a conference schedule. (DB)

ED 343 370 EC 301 056

An Analysis of the QEI Evaluation System.

SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special Education.
PUB DATE- 24 Jan 92
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Evaluation Methods; Formative Evaluation; Models; Outcomes of Education; Preschool Education; *Program Evaluation; Recordkeeping; State Programs; State Standards; Summative Evaluation
IDENTIFIERS- *Quality Education Initiative PA

This report evaluates the Quality Education Initiative (QEI) evaluation system developed in Pennsylvania to monitor and report progress of individual programs or sites serving students with and without disabilities. The system has three parts: a Program Documentation Outline (PDO), a Program Reporting Outline (PRO), and a Program Improvement Outline (PIO). This report summarizes analyses conducted of the PDOs, PROs, and PIOs submitted by 21 QEI programs representing 7 different models. The study examined, first, the progress made by QEI programs in using the evaluation system and, second, the reported evaluation data. Findings indicated better performance with outcome than process evaluations. Programs reported achieving two-thirds of process objectives and two-fifths of outcome objectives. Recommendations address: (1) identification of key process and outcome evaluation objectives by the Pennsylvania Department of Education; (2) provision of training to QEI program personnel on how to evaluate key process and outcome objectives; (3) development of a common pool of instruments to assess program impacts on students, teachers, and parents; and (4) examination of the evaluations of the QEI programs as part of ongoing routine monitoring. QEI evaluation system forms and details of rating results are appended. (DB)

ED 343 371 EC 301 057

McLean, Mary; And Others

Developmental Delay: Establishing Parameters for a Preschool Category of Exceptionality.

PUB DATE- May 91
NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Compliance (Legal); Definitions; Educational Legislation; Educational Policy; *Eligibility; Evaluation Methods; *Federal Legislation; Handicap Identification; Incidence; Labeling (of Persons); Policy Formation; Preschool Children; Preschool Education; Special Education; *Special Needs Students; Standardized Tests; State Standards; Student Evaluation
IDENTIFIERS- *Council for Exceptional Children; *Developmental Delays; Individuals with Disabilities Education Act

This position paper addresses the creation of a new category of eligibility for services under the Individuals with Disabilities Education Act, "Developmental Delay," which would only be applicable to children ages 3 to 5. Such a classification would address concerns about labeling young children, lack of confidence in assessment procedures for children this age, and the reluctance of many states to use eligibility categories other than those explicitly identified in the federal legislation. This paper discusses the impact of such a change on the number of children served (no differences were found between states using categorical versus noncategorical approaches to handicap identification). It offers guidelines for defining developmental delay including documentation of delayed development by use of standard deviations on standardized developmental assessment instruments supported by additional documentation by qualified professionals as well as use of nondiscriminatory procedures. It addresses concerns about the transition from the "developmentally delayed" category to categorical eligibility at the age of 6. (14 references) (DB)

ED 343 372 EC 301 058

Nathanson, Jeanne H., Ed.
Issues in International Rehabilitation.
PUB DATE- 91
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Cultural Differences; Developing Nations; *Disabilities; Exchange Programs; Family Programs; Foreign Countries; International Cooperation; International Organizations; *International Programs; *Rehabilitation
IDENTIFIERS- India; *United Nations Decade of Disabled Persons

Eight articles address issues and programs in international rehabilitation. The issue is introduced by a message from the Assistant Secretary of the United States Department of Education for the Office of Special Education and Rehabilitation Services, Robert R. Davila. Next, "A History of International Rehabilitation" (Nora Ellen Groce) reports on a recently completed history. Martha Lentz Walker, in "Rehabilitation Service Delivery to Individuals with Disabilities: A Question of Cultural Competence," stresses the necessity for professionals to see beyond the boundaries of their own cultural interpretations. "Learning and Sharing Around the World" (H. Rutherford Turnbull et al.) looks at family services in other countries and in the United States. Paul R. Ackerman then reports on a rehabilitation project in India conducted by the National Institute on Disability and Rehabilitation Research. Next, "The United Nations and People with Disabilities", by Jeanne H. Nathanson, reviews programs supported by that agency. Barbara Duncan examines "The Role of Rehabilitation International in the United Nations Decade of Disabled Persons." Finally, the International Exchange of Experts and Information in Rehabilitation is described in "An International Project that Provides Opportunities to Learn about Policies, Programs, and Practices in Other Countries" by Diane E. Woods. (DB)

ED 343 373 EC 301 059

A Parent's Guide to Special Education.

PUB DATE- 90
NOTE- 50p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Access to Education; Compliance (Legal); Conflict Resolution; Definitions; Delivery Systems; *Disabilities; Discipline Policy; *Educational Legislation; Elementary Secondary Education; Federal Legislation; Handicap Identification; Individualized Education Programs; Parent Responsibility; Parent Rights; *Parent School Relationship; Preschool Education; Referral; *Special Education; *State Programs; *State Standards; Student Evaluation; Student Placement
IDENTIFIERS- Education for All Handicapped Children Act; Rehabilitation Act 1973 (Section 504); *Virginia

This handbook for Virginia parents of children with disabilities describes the special education process and what is required of parents and the school during each step of the process. The first section briefly describes major provisions of Public Law 94-142, the Education for All Handicapped Children Act; Virginia law; and Section 504 of the Rehabilitation Act of 1973. Definitions of key terms under the law ("handicapped children," "special education," "related services," "free appropriate public education," "parent," and "surrogate parent") are then offered. The special education process is then described through the following steps: (1) identification of children with suspected handicaps; (2) referral-the Child Study Committee; (3) assessment procedures; (4) independent evaluation; (5) eligibility; (6) the Individualized Education Program; (7) placement and service delivery; (8) monitoring the child's progress; (9) removal from special education; (10) written notice and parental consent; (11) disciplining the handicapped student; (12) resolving problems through the complaint procedure; and (13) resolving conflict through a due process hearing. Appendices include a list of state resources, the special education cycle and timeline, and a glossary. (DB)

ED 343 374 FL 019 258

Ingram, D. E.
Language Policy in the Context of Realizing Human Rights and Maximizing National Development.
PUB DATE- 20 Mar 91
NOTE- 14p.; Paper presented at a meeting of United Nations Educational, Scientific, and Cultural Organization experts (Nathan, Queensland, Australia, March 20, 1991). Figures and appendix not included in copy received by ERIC.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Civil Liberties; *Economic Development; Foreign Countries; *Language Role; Languages; *Policy Formation; *Public Policy

IDENTIFIERS- *Australia; *Language Policy

A discussion of the relationship between public policy on languages and national economic development focuses on formulation of policy, especially in the case of Australia. It begins with a brief history of language policy-making in that country since the 1960s, including early proposals and a 1990 report that has been adopted as a basis for Queensland language policy. The second section examines two primary factors motivating development of national language policy: national economic development in the international context, and human rights. Reference is made to the Universal Declaration of Language Rights, a document in the process of being developed by the World Federation of Modern Language Teachers. A third section looks at the nature of policy-making as a decision making or problem solving process, both for the parent discipline of applied linguistics and for language policy-making or language-in-education planning. Finally, the structure of language policy is examined, and six essential elements of rational language policy are outlined. Salient features of Queensland language policy and corollary needs based on Queensland social needs are identified. Other aspects of the Queensland policy are also discussed briefly. It is concluded that improved, rational, systematic language policy-making, realized in sound language-in-education policy, is a priority for the 1990s. (MSE)

ED 343 375 FL 019 399

Fagan, Barbara; And Others
The Research Report and the Secondary ESL Student: Structure, Support, and Success.
PUB DATE- May 90
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *English (Second Language); Guidelines; Library Instruction; *Limited English Speaking; *Research Methodology; *Research Reports; *Research Skills; Secondary Education; Skill Development; Speech Skills; *Student Research; Writing Instruction

It was once thought that research skills were too cognitively demanding for English-as-a-Second-Language (ESL) students. This paper presents guidelines for teaching the research process to secondary ESL students at both beginning and advanced language proficiency levels. The following steps related to writing and presenting orally a research report are described: choosing a topic; narrowing the topic and getting organized; using the library; writing the report, including an outline, bibliography, and illustrative collage; being original and avoiding copying from texts; and presenting the report, including speaking and handling questions from the audience. It is noted that the skills learned in the writing and speaking process are transferable and should reinforce other lessons and classes beyond the ESL program. Making the research report an integral part of a language classroom results in linguistic, cognitive, and social benefits, as well as improved self-esteem in preparation for mainstream classes. (LB)

ED 343 376 FL 019 460

Nigeria. English Teaching Profile.

PUB DATE- Jan 88
NOTE- 35p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Elementary Secondary Education; *English (Second Language); Foreign Countries; Higher Education; Instructional Materials; *Language of Instruction; *Language Role; *Official Languages; Professional Associations; Radio; Second Language Instruction; Teacher Education; Television; Textbooks
IDENTIFIERS- British Council; *Nigeria

The role of English in Nigeria, the de facto official language of government and administration, is discussed. The motivation for learning English remains high because it is recognized as prompting modernization and leading to white collar employment, higher social status, scholarships, and higher education. It is reported that the disappearance of British teachers and a shortage of competent Nigerian English teachers has adversely affected the general level of English proficiency in Nigeria and has become a matter of national concern. The role of English at all levels within the education system of Nigeria is given particular attention. The difficulty of providing uniform English instruction throughout the country, English as the medium of instruction, and the strengths and weaknesses of English teaching in Nigeria are discussed. Textbooks are recommended for different levels of education, and a description is provided of the development and planning of the education system. British Council support for the teaching of English in Nigeria is highlighted. A list of acronyms and a list of universities and colleges of education in Nigeria are appended. (VWL)

ED 343 377 FL 019 701

Jakobsen, Karen Sonne, Ed.
Projektarbejde i fremmedsprogene: Rapport fra seminar pa Roskilde Universitetscenter (Project Work in Foreign Languages: Report from a Seminar at Roskilde University Center). ROLIG-papir 38.
PUB DATE- 85
NOTE- 43p.
LANGUAGE- Danish
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communicative Competence (Languages); Creativity; Foreign Countries; *Group Activities; Higher Education; *Language Teachers; Postsecondary Education; Second Language Instruction; *Second Language Learning; *Student Projects
IDENTIFIERS- Denmark

This report describes a seminar at Roskilde University Center (Denmark) on project work in foreign languages, which brought together language teachers and theorists from different schools, including universities, business schools, technical schools, merchants schools, and high schools, to discuss their experiences with project work in foreign language instruction. After an introduction, three sections address the experiences of project work at three different schools (two technical schools and one merchants school), and the final section includes excerpts from the closing session of the seminar. (VWL)

ED 343 378 FL 019 829

Das Sozialleben 1 (Social Living 1).

PUB DATE- 87
NOTE- 150p.
LANGUAGE- German
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *German; Grade 7; Junior High Schools; Public Schools; *Second Language Instruction; Second Language Learning; *Social Studies; Textbooks
IDENTIFIERS- *Content Area Teaching

This U.S. social studies textbook is intended for high school students of German. The text is an example of a content-based approach to foreign language instruction in which already familiar content forms a base onto which the target language forms are mapped. The material is not limited to the familiar: students are encouraged to view familiar topics in different ways and to incorporate new themes and facts--all while using the target language. (JC)

ED 343 379 FL 019 830

German Math Skills Sharpeners. Grade 6, 7, 8.
PUB DATE- 87
NOTE- 192p.; Math problems in German.
LANGUAGE- German
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *German; Grade 6; Grade 7; Grade 8; Intermediate Grades; Junior High Schools; *Mathematics Instruction; *Mathematics Skills; Second Language Learning; *Skill Development; Word Problems (Mathematics)
IDENTIFIERS- *Content Area Teaching

This document consists of three workbooks, one each for grades 6, 7, and 8. The workbooks are designed as review and refresher materials for mathematics. The emphasis is on word problems, all of which are written in German. The workbooks are part of a German language immersion program. (JC)

ED 343 380 FL 019 831

Frank, Karlhans
Wie Achim zu einem Himbarchen wurde (How Achim Became a Raspberry).
PUB DATE- 88
NOTE- 66p.; Revised for German as a Foreign Language by Rainer Ernst Wicke.
LANGUAGE- German
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Childrens Literature; *Communicative Competence (Languages); Elementary Education; FLES; Foreign Countries; *German; *Reading Skills; *Second Language Instruction; Second Language Learning; Skill Development

This storybook/workbook presents a communicative-based approach to learning German as a foreign language. It is intended for developing the reading skills of the young learner of German in Alberta. The text concerns the adventures of a child. Interspersed throughout the story are various exercises in which the learner is engaged to fill in or color in charts, graphs, and unfinished illustrations. (JC)

ED 343 381 FL 019 833

Wicke, Rainer E.
Komm, Lass dir was erzahlen. Versuch einer Methodologie zum Geschichtenerzahlen fur Deutsch (A Methodology for Storytelling in the German Language Classroom).
PUB DATE- 92
NOTE- 51p.; The idiomatic first phrase of the title might be translated: "Come, It's Time for a Story".
LANGUAGE- German
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *Classroom Techniques; Elementary Education; FLES; *German; Illustrations; Second Language Instruction; *Story Telling; Teaching Guides

A methodology is presented for storytelling in the elementary school German language classroom. Intended for the instructor in Alberta, this guide is illustrated with examples of types of activities and techniques useful for teaching German to the elementary school student. (JC)

ED 343 382 FL 019 834

Wicke, Ranier; Wicke, Mariele
Das Bin Ich. Ein Buch von mir uber mich (It's Me! A Book By and About Myself). Communicative Activities for German Immersion and Second Language Classes.
PUB DATE- Nov 87
NOTE- 40p.; "Idee: Hans-Eberhard Piepho." Revised for Canada.
LANGUAGE- German
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Class Activities; *Communicative Competence (Languages); Elementary Education; *German; Immersion Programs; Second Language Instruction; Vocabulary
IDENTIFIERS- *Alberta

This workbook is intended as a text for the learner of German as a foreign language. The workbook is complete with exercises that require students to provide information about themselves. Students provide information by reading questions and filling in the blanks. Questions are asked about families, friends, likes and dislikes, hobbies, and even the kinds of chores students are required to do at home. A vocabulary list is appended. (JC)

ED 343 383 FL 019 971

King, Ann
Degrees of Fluency: The Sixth Former's Guide to Language Degree Courses.
PUB DATE- 90
NOTE- 242p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Employment Interviews; *Employment Potential; Foreign Countries; International Communication; International Trade; Job Application; *Language Fluency; Language Skills; Postsecondary Education; *Second Language Learning; *Second Language Programs; Study Abroad

IDENTIFIERS- European Community; United Kingdom

Language qualifications and graduates are likely to be in demand in the 1990s and in the future. In response to this demand, this book provides information and advice to sixth formers (British students aged 16 or more) who wish to extend their study of languages and to equip themselves with marketable linguistic skills. The book will also provide the language student with advice on how to make informed choices from the range of degree courses being offered, on applying for jobs, interviewing, study abroad, and information on the European Community. The guide is intended for students in Great Britain but provides valuable information to language students of all nationalities. (JL)

ED 343 384 FL 019 972

Hantrais, Linda
The Undergraduate's Guide to Studying Languages.
PUB DATE- 89
NOTE- 258p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Communicative Competence (Languages); Employment Opportunities; Higher Education; *Second Language Learning; *Study Skills; *Undergraduate Students

This study skills book is intended for British students in foreign language degree courses. It is intended as a manual and resource book for undergraduates. In addition to providing guidance on basic study methods and study skills, information is provided on audio-visual and computer resources that are now widely available in higher education institutions in England. Prominence is given to oral and aural skills and especially to communicative approaches to language learning. Chapters are devoted to task-based language exercises and to the experience of spending a prolonged period of residence abroad. Careers available to language graduates are also examined in some detail. (JL)

ED 343 385 FL 019 973

Hantrais, Linda, Ed.
Higher Education for International Careers.
PUB DATE- 88
NOTE- 92p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Cultural Awareness; Employment Opportunities;
Foreign Countries; Higher Education; *International Trade;
*Labor Market; *Second Language Learning

This collection of papers explores the relationship between higher education and the labor market, with the focus firmly on graduates who are equipped to pursue international careers. A common theme in these papers is the concern that higher education in Great Britain provide the linguistic and cultural expertise needed for international dealings and that these qualities are used to the advantage of British industry and commerce. (JL)

ED 343 386 FL 020 065

Sajavaara, Kari, Ed.

Equality in Language Learning. Proceedings of the Nordic Conference of Applied Linguistics, (5th, Jyvaskyla, Finland, June 4-7, 1987). AFinLA Series No. 45.
PUB DATE- 87
NOTE- 249p.; For individual papers, see FL 020 066-085.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Applied Linguistics; Classroom Communication; Discourse Analysis; Elementary Secondary Education; Emotional Response; *Grammar; Higher Education; Instructional Materials; *Interpersonal Communication; Language Processing; Language Research; Language Styles; *Linguistic Theory; Listening Comprehension; Memory; Multilingualism; Preschool Education; Program Descriptions; Pronunciation; Psychological Patterns; *Reading Processes; Second Language Instruction; Second Language Learning; *Semantics; Semiotics; Textbooks; Verbal Tests; Writing Instruction; *Writing Processes
IDENTIFIERS- Summarization

Papers presented at the conference on applied linguistics include the following: "Speaking of Grammars: Is Big Beautiful?" (Jan Svartvik); "A Sociosemiotic View of the Grasp of Language at Reality: The Lexical Field 'Aesthetic Judgment'" (Wolfgang Kuhlwein); "Language as a Target and Instrument of the Educational Process in a Multilingual Setting" (Olga Miseska Tomic); "An Aspect of Social Interaction in Communication: Politeness Strategies and Contrastive Foreign-Language Teaching" (Tatiana Slama-Cazacu); "Investigating the Complexities of Communication in a Second Language" (Tahereh Paribakht); "Applying the Concept of Working Memory to Foreign Language Listening Comprehension" (Elisabet Service); "Thinking as a Component of Language Understanding" (Leena I. Laurinen); "General Model of Written Discourse as a Basis of a Study of Writing" (Anneli Vahapassi); "Summarization: Integrating Reading and Writing" (Liisa Havola); "The Nordwrite Project" (Lars Sigfred Evensen); "Meaning and Diversity" (Jonna Cederquist); "Invalid Talk: Reduction of Personality in the Evaluation of Foreign Language Speaking Skills" (David Marsh); "Emotional Hindrances in the FL Learning Situation: The Weak Self Concept" (Eero J. Laine); "Language in Preschool Education in a Functional Perspective" (Liv Vedeler, Hans Vejieskov); "Some Aspects of Classroom Interaction" (Sten Sjorslev); "Verbal Communication in the Classroom" (Marc Spoelders); "Texts in Study Books for Foreign Language Learners" (Dagmar Neuendorff); "Is Equality and Independent Thinking Possible in an Oral Test?" (Mary Kilborn); and "Testing Pronunciation" ((Jan van Weeren). (MSE)

ED 343 387 FL 020 066

Svartvik, Jan
Speaking of Grammars: Is Big Beautiful?
PUB DATE- 87
NOTE- 10p.; In: Equality in Language Learning. Proceedings of the Nordic Conference of Applied Linguistics (5th, Jyvaskyla, Finland, June 4-7, 1987); see FL 020 065.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Applied Linguistics; *English (Second Language); *Grammar; Second Language Learning; Student Needs; *Textbook Content; *Textbook Preparation
IDENTIFIERS- *Comprehensive Grammar of the English Language

The author of the "Comprehensive Grammar of the English Language" responds to two areas of criticism of the textbook: its size and its intended audience. These aspects and the general construction of the book are discussed in relation to the information needs of the foreign language learner and in comparison with the information available in a dictionary. It is concluded that there is no one obvious or ideal method of presenting the grammar of any language, and that while a comprehensive grammar may be unnecessarily large even for most native speakers, it is useful to have a range of grammatical descriptions for teaching purposes. It is also agreed that the choice of text should be based on the needs of the language learner rather than based on the size of the reference. A brief bibliography is included. (MSE)

ED 343 388 FL 020 067

Kuhlwein, Wolfgang

A Sociosemiotic View of the Grasp of Language at Reality: The Lexical Field "Aesthetic Judgment."

PUB DATE- 87

NOTE- 21p.; In: Equality in Language Learning. Proceedings of the Nordic Conference of Applied Linguistics (5th, Jyvaskyla, Finland, June 4-7, 1987); see FL 020 065.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Adjectives; *Aesthetic Values; Contrastive Linguistics; Cultural Context; *English; *French; Language Research; Linguistic Theory; *Semiotics; Sociolinguistics; *Value Judgment

The French and English terms for characteristics of human beauty are compared and contrasted from the perspective of how sociosemiotic factors influence the ways different speech communities deal with reality. First, background and theoretical approaches to sociosemiotically based research are discussed. The adjectives examined are listed and the semiotically relevant criteria by which the various terms are assigned to individuals are outlined. The ways in which French and British people apply the criteria are examined and compared. These parameters of beauty are considered: clothing; body; constitution (refined vs. coarse features); approximation of perfection in appearance; harmony of appearance; the degree to which one looks one's age; vanity (intention to impress by good appearance); naturalness; sex-typicity; warm-heartedness; and seriousness (earnest vs. cheerful or serene). An overall hierarchy of sociosemiotic properties for the evocation of adjectives of beauty is charted. It is concluded that this information can be helpful in making distinctions between languages, and particularly in avoiding false or misleading equivalences. A brief bibliography is included. (MSE)

ED 343 389   FL 020 068

Tomic, Olga Miseska

Language as a Target and Instrument of the Educational Process in a Multilingual Setting.

PUB DATE- 87

NOTE- 9p.; In: Equality in Language Learning. Proceedings of the Nordic Conference of Applied Linguistics (5th, Jyvaskyla, Finland, June 4-7, 1987); see FL 020 065.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Applied Linguistics; *Dialects; Elementary Secondary Education; Foreign Countries; Language Research; *Multilingualism; Native Language Instruction; Second Language Instruction; *Second Languages; *Standard Spoken Usage

IDENTIFIERS- *Yugoslavia

Contact between languages in the multilingual school context of Yugoslavia is examined. In that country, 12 languages are spoken and taught as a native language; ten function as predominant languages in larger or smaller communities, three are predominant within a republic, and one (Serbo-Croatian) is designated as the official language. It is noted that while second language instruction is available, it is the student who chooses which of the 11 non-native languages he will study. In most cases, student choice of second language depends heavily on the ethnolinguistic characteristics of the community. Native Serbo-Croatian speakers generally show little interest in learning another language. The character of language preparation in bilingual systems also varies greatly, depending on the linguistic, political, and intellectual demands of the immediate environment. The situation is even more complex for dialects, which the educational system hardly acknowledges. It is concluded that dialects should be respected just as native languages should in the development of the individual, assuming that they do not compromise communication. (MSE)

ED 343 390 FL 020 069

Slama-Cazacu, Tatiana

An Aspect of Social Interaction in Communication: Politeness Strategies and Contrastive Foreign-Language Teaching.

PUB DATE- 87

NOTE- 13p.; In: Equality in Language Learning. Proceedings of the Nordic Conference of Applied Linguistics (5th, Jyvaskyla, Finland, June 4-7, 1987); see FL 020 065.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Applied Linguistics; *Contrastive Linguistics; *Intercultural Communication; *Interpersonal Communication; *Language Research; Second Language Instruction; Second Language Learning; *Social Behavior

IDENTIFIERS- *Politeness

A discussion of communicative interaction focuses on the knowledge needed to achieve politeness in different languages, especially how that body of knowledge differs across languages and can be taught in foreign language instruction. It is noted that oral communication must accommodate the existing social order by use of appropriate registers. Linguistic structures expressing politeness exist among these forms and rules of usage. They include lexical and grammatical forms, stylistic options, and some special formulas of usage, which are culture-specific. Use or non-use of the forms can create distinctly beneficial or negative effects in social interaction. They must be taught in an organized manner and through use of simulation of real-life communicative situations. Politeness formulas, while not extensively studied, reflect important linguistic problems of the language systems themselves and for second language instruction. While there exist some similarities in politeness formulas across languages, there are also many differences that become evident through contrastive language study. Without contrastive examination, these aspects of language can be learned in only a fragmentary, unilateral, and sometimes erroneous way. Therefore, mastery of a second language requires an understanding of politeness formulas, and the contrastive approach is required for thorough

understanding. (MSE)

ED 343 391 FL 020 070

Paribakht, Tahereh
Investigating the Complexities of Communication in a Second Language.
PUB DATE- 87
NOTE- 24p.; In: Equality in Language Learning. Proceedings of the Nordic Conference of Applied Linguistics (5th, Jyvaskyla, Finland, June 4-7, 1987); see FL 020 065.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Applied Linguistics; *Communication Problems; Comparative Analysis; English; *English (Second Language); *Intercultural Communication; *Interpersonal Communication; *Language Proficiency; *Second Languages

A study investigated success and efficiency of second language learners at varying proficiency levels in communicating intended meaning, including examination of factors contributing to communication breakdown and delay. Three groups of adults (native English-speakers and low- and high-proficiency learners of English as a Second Language) performed concept identification tasks for both concrete and abstract concepts. The groups were equally successful in communicating concrete concepts but not abstract concepts. Abstract concepts required more linguistic and cultural knowledge and grammatical accuracy, knowledge of discourse rules, and development of meaningful contexts were often more crucial in communicating them. In addition, constituent features of concrete concepts are generally visual and support agreement more easily. It was also found that the speaker was more likely to fail if the interlocutor did not participate actively by asking questions, rephrasing and repairing speaker utterances, rearranging clues, and synthesizing examples to obtain a pattern of meaning. Efficiency of communication was also found to be greater for concrete than for abstract concepts, attributed to several factors. Errors made within a context were found less distracting to interlocutors than errors in single significant words. Results suggest that negotiation of meaning is a necessary linguistic skill for second language learners. (MSE)

ED 343 392 FL 020 071

Service, Elisabet
Applying the Concept of Working Memory to Foreign Language Listening Comprehension.
PUB DATE- 87
NOTE- 11p.; In: Equality in Language Learning. Proceedings of the Nordic Conference of Applied Linguistics (5th, Jyvaskyla, Finland, June 4-7, 1987); see FL 020 065.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Applied Linguistics; *Cognitive Processes; *Language Processing; Language Research; *Listening Comprehension; *Memory; *Recall (Psychology); Second Language Learning; *Second Languages; Theories

Memory research has recently moved from looking at performance in highly artificial laboratory tasks to examination of tasks in everyday life. One consequence is the development of the concept of "working memory." For the learner, foreign language comprehension makes great demands on working memory capacity.

Comprehension of a message requires knowledge of the results or progress of earlier or parallel information processing stages such as phonological analysis, word recognition, parsing, etc., as well as of expectations. One theoretical framework for working memory provides a starting point for investigation of how the language learner can cope with temporarily storing enough information to comprehend a message in a language not yet mastered. The theory helps to differentiate between different kinds of working memory capacity, and suggests three areas for further study: (1) how comprehension is impaired when different memory systems are suppressed; (2) how different compensatory strategies aiming at optimizing working memory capacity use affect understanding of the message; and (3) how important it is for the learner to be able to generate quickly the appropriate articulatory and orthographic representations of words. A brief bibliography is appended. (MSE)

ED 343 393 FL 020 072

Laurinen, Leena I.
Thinking as a Component of Language Understanding.
PUB DATE- 87
NOTE- 19p.; In: Equality in Language Learning. Proceedings of the Nordic Conference of Applied Linguistics (5th, Jyvaskyla, Finland, June 4-7, 1987); see FL 020 065.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Applied Linguistics; *Cognitive Processes; College Students; Elementary Education; Elementary School Students; Higher Education; Inferences; *Reading Comprehension; *Recall (Psychology); *Thinking Skills

In a study of memory use in language comprehension, 84 second grade, 54 sixth grade, and 54 college students produced elaborations on sentences. In a context elaboration, task students put sentences in different contexts, and, in a causal inferencing task, they inferred alternative reasons for events. Language understanding was measured by the number of essential ideas recalled from an expository text. Results indicate that elaborative thinking is one basic component of language understanding, and suggest a hierarchical model of that understanding. On the first level of the model are causal and descriptive elaborations, with great variation even at this basic level. The next level of understanding is the causal level, where in addition to temporal sequence of events, the whole chain of events becomes reasonable. At the highest level is the ability to infer and be aware of causal alternatives. In this study, poor text understanders were able to make all kinds of elaborations, but fewer than their classmates. This means that rather than focusing on how to elaborate and infer, instruction should concentrate on broadening the repertoire of elaborations and inferences. Simple instructional methods have been successful in accomplishing this objective. A brief bibliography is included. (MSE)

ED 343 394 FL 020 073

Takala, Sauli
Writing As a Construct.
PUB DATE- 87
NOTE- 8p.; In: Equality in Language Learning. Proceedings of the Nordic Conference of Applied Linguistics (5th, Jyvaskyla, Finland, June 4-7, 1987); see FL 020 065.
LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Applied Linguistics; *Cognitive Ability; Competence; Language Proficiency; *Language Skills; Psychomotor Skills; *Writing Processes; *Writing Skills

One of the most difficult problems facing researchers on writing is to define writing as a construct. The way writing is conceptualized determines how writing assignments are created and how written products are analyzed and rated. A functional approach to defining writing as a construct is presented here. It begins with the overall construct of writing activity and divides it into writing competence and writing preferences. Writing competence is defined as consisting of discourse-constructing competence and text-producing competence. Discourse-constructing competence consists of cognitive competence (idea generation and organization) and social competence (norm awareness). Text-producing competence is defined as consisting of linguistic competence and motor competence. A brief bibliography is included. (MSE)

ED 343 395 FL 020 074

Vahapassi, Anneli
General Model of Written Discourse as a Basis for a Study of Writing.
PUB DATE- 87
NOTE- 18p.; In: Equality in Language Learning. Proceedings of the Nordic Conference of Applied Linguistics (5th, Jyvaskyla, Finland, June 4-7, 1987); see FL 020 065.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Applied Linguistics; *Cognitive Processes; Comparative Education; *Discourse Analysis; Elementary Secondary Education; Foreign Countries; Models; *Writing (Composition); *Writing Instruction; Writing Processes; Writing Research

A discussion of writing looks at research on the factors influencing written discourse and proposes a model of writing for academic purposes. First, studies of both cultural and individual aspects of the writing process are reviewed and the phenomenon of writing is viewed from both social and cognitive perspectives. The social perspective is that of purpose and audience, and the cognitive is that of a complex process of divergent thinking, incubation, idea organization, and activation of schemata. A model of school-based (academic) writing that considers the dimension of purpose (audience) and related cognitive processes (content) is then outlined and its implications for creation of writing assignments and the evaluation of writing are discussed. The model is based on a system of classification of written composition as documentary, constative (narrative, descriptive, or explanatory), or exploratory (interpretive or literary) and of the writing's dominant intention or purpose, the primary audience, the salient cognitive processes used, and its primary content. A 34-item bibliography is included. (MSE)

ED 343 396 FL 020 075

Havola, Liisa

Summarization: Integrating Reading and Writing.

PUB DATE- 87
NOTE- 7p.; In: Equality in Language Learning. Proceedings of the Nordic Conference of Applied Linguistics (5th, Jyvaskyla, Finland, June 4-7, 1987); see FL 020 065.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Applied Linguistics; Discourse Analysis; Educational Strategies; *Reading Comprehension; *Reading Processes; Reading Skills; *Reading Writing Relationship; Skill Development; *Writing Processes; Writing Skills
IDENTIFIERS- *Summarization

Reading and writing have traditionally been treated as separate processes, but some research on the relationship suggests that the two processes should be taught together. It is also proposed that skill in recognizing a text's main idea is a summarizing skill, demanding the cognitive and linguistic prerequisites appropriate to the text type. Good summarizing requires thorough understanding of the text, mastery of reading strategies, ability to remove unnecessary details, the skill to draw conclusions from the outset of reading, and focus on the main idea. Poor summarizers spend little time reading, do not draw conclusions, do not plan their writing during reading, and have difficulty finding the main idea. Research indicates that good writers see the summarizing task in broader terms than poor writers, and find the task more demanding. Summarizing can be taught as early as the elementary level by introducing rules and familiarizing students with different text structures and approaches to analysis. A brief bibliography is included. (MSE)

ED 343 397 FL 020 076

Evensen, Lars, Sigfred
The Nordwrite Project.
PUB DATE- 87
NOTE- 14p.; In: Equality in Language Learning. Proceedings of the Nordic Conference of Applied Linguistics (5th, Jyvaskyla, Finland, June 4-7, 1987); see FL 020 065.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Age Differences; Applied Linguistics; Computer Oriented Programs; Discourse Analysis; Elementary Secondary Education; *English (Second Language); Foreign Countries; Higher Education; *Language Proficiency; *Language Research; Program Descriptions; Research Projects; Skill Development; *Writing Processes; *Writing Skills
IDENTIFIERS- Denmark; Finland; *Nordwrite Project; Norway; Scandinavia; Sweden

A planned 3-year joint project of the Nordic research council for the humanities that focuses on writing development in school-age children is described. Four Nordic countries are involved in the project: Finland, Sweden, Norway, and Denmark. In the study, discourse-level performance analyses of student writing in English as a Second Language are to be undertaken at several different age and skill levels. In the first stage, performance analyses of a small number of texts are used to isolate writing skills variables for further examination. Subjects are students in the second year of secondary school. In the second stage, in-depth analysis of the selected variables is to be performed on a larger, national language corpora. The investigation focuses on several common variables (lexical cohesion, theme dynamics, and connectors), with additional differential analyses in each participating country (for Finland: discourse functions; for Sweden: reference and substitution; for Norway: temporal sequence; for Denmark: pragmatic coherence). In each country, the analysis is performed at four grade levels, varying by country but including late comprehensive, secondary, and higher education. Comparisons are then to be made across countries and grade levels. Norway's study on temporal sequence is described in somewhat greater detail. A 26-item bibliography is included. (MSE)

ED 343 398 FL 020 077

Cederquist, Jonna
Meaning and Diversity.
PUB DATE- 87
NOTE- 7p.; In: Equality in Language Learning. Proceedings of the Nordic Conference of Applied Linguistics (5th, Jyvaskyla, Finland, June 4-7, 1987); see FL 020 065.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Applied Linguistics; *Cultural Pluralism; Curriculum Design; Demography; Higher Education; *Intercultural Communication; *Language Variation; *Multicultural Education; Second Language Instruction; *Second Languages; *Semiotics; Student Characteristics

College second language instruction can no longer afford to apply uniform methods and curricula to an increasingly diverse student population. To be realistic, it must be integrated with individual interests, attitudes, personality, and values. The best approach is for students to go individually to the countries of their target languages. The next best strategy is to send them in groups. The minimum stay should be a year. Because different languages do not correspond word for word, language learners must have the experience of explaining their own history and culture in the target language. Language learning content should include issues of contemporary importance, because intercultural communication on current developments in human relations, human rights, cultural heritage, peace and international understanding is vital. Semiotics, seen as both a game and a scientific enterprise, can help to renew enjoyment and appreciation of literature. The social aspects of meaning in language are as important as the individual, cognitive aspects. A brief list of suggested readings is included. (MSE)

ED 343 399 FL 020 078

Marsh, David

Invalid Talk: Reduction of Personality in the Evaluation of Foreign Language Speaking Skills.

PUB DATE- 87
NOTE- 9p.; In: Equality in Language Learning. Proceedings of the Nordic Conference of Applied Linguistics (5th, Jyvaskyla, Finland, June 4-7, 1987); see FL 020 065.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Applied Linguistics; *Code Switching (Language); College Students; *English (Second Language); Finnish; Grading; Higher Education; Interaction; *Intercultural Communication; Interlanguage; Interrater Reliability; *Language Styles; *Language Tests; *Speech Skills; Uncommonly Taught Languages

The speaking ability of 40 Finnish college students of English as a Second Language was assessed in tests of interactional and transactional language function. In the interactional test, the learner introduced a topic of his choice and attempted to converse with two native speakers of English. In the transactional test, the learner watched a video clip from a television crime drama and produced a spoken narrative about what happens in the film. The tests were graded by both English and Finnish native-speaking teachers. Substantial differences were found in grades given to the same students by the different examiners. Based on these findings, it is argued that pragmatic breakdown has occurred between the first and second languages, and that it is sociopragmatic features, which stem from culture-specific perceptions of what constitutes appropriate linguistic behavior, that are the cause. How such different conventions interfere with understanding the intentions of a foreign language speaker is discussed. (MSE)

ED 343 400 FL 020 079

Laine, Eero J.
Emotional Hindrances in the FL Learning Situation: The Weak Self Concept.
PUB DATE- 87
NOTE- 9p.; In: Equality in Language Learning. Proceedings of the Nordic Conference of Applied Linguistics (5th, Jyvaskyla, Finland, June 4-7, 1987); see FL 020 065.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Applied Linguistics; *Educational Environment; Emotional Response; *Learning Motivation; Second Language Learning; *Second Languages; *Self Concept; *Student Attitudes

Some affective/emotional factors in the foreign language learning situation that tend to hinder the learner in learning the target language are analyzed. Beginning with an explanation of theory concerning the "affective filter" and learning, the discussion proceeds to research findings on self-concept and their relationship to the affective filter and to learning difficulties. General, academic, and target language-specific self concept are all examined. These concepts are then presented in the form of a model of second language learner motivation. A brief bibliography is included. (MSE)

ED 343 401 FL 020 080

Vedeler, Liv; Vejleskov, Hans

Language in Preschool Education in a Functional Perspective.

PUB DATE- 87

NOTE- 16p.; In: Equality in Language Learning. Proceedings of the Nordic Conference of Applied Linguistics (5th, Jyvaskyla, Finland, June 4-7, 1987); see FL 020 065.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Applied Linguistics; *Child Language; Class Activities; Classroom Communication; Communication Skills; *Day Care; *Interpersonal Communication; Language Acquisition; *Language Role; *Preschool Children; Preschool Education; *Role Playing; Skill Development; Teacher Role; Teacher Student Relationship

An analysis of utterances made by children and teachers in Norwegian day care centers over a period of several years suggests that from a communicative and functional viewpoint, young children's use of language depends on: (1) the kind of play activitiy; and (2) the preschool teacher's participation and language, which reflects her attitude and personality. In general, frequent use of the four types of utterance examined (intellectual, instructive, socio-emotional, and dialogue-supporting) was associated with more active participation in playgroup interaction. The activity of role-playing promotes these speech acts and implies a higher proportion of communicative utterances. While these activities can not be called teaching, they may be educational and do imply that learning is occurring. Young children and those with poor communication skills appear to improve their language use and social behavior through role-playing. Two main types of preschool teacher language were identified: a language of teaching (either for subject teaching or language instruction) and a language of ordinary adult-child communication. Further research into the educational effects of these two language types may illuminate children's cognitive development. A brief bibliography is included. (MSE)

ED 343 402 FL 020 081

Sjorslev, Sten
Some Aspects of Classroom Interaction.
PUB DATE- 87
NOTE- 10p.; In: Equality in Language Learning. Proceedings of the Nordic Conference of Applied Linguistics (5th, Jyvaskyla, Finland, June 4-7, 1987); see FL 020 065.
LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Applied Linguistics; *Classroom Communication; *Competition; *Cooperation; Elementary Secondary Education; Interaction; *Interpersonal Communication; *Language Styles; *Learning Processes
IDENTIFIERS- *Turn Taking

A model for analyzing classroom interaction is presented. The model focuses on two issues: management of turn-taking and the relationship between ways of interacting and outcome of the teaching/learning process. Turn-taking is seen as one element of conversational style, in which speakers signal degree of involvement by using different linguistic devices. Deciding the rules for taking turns is one way the teacher can signal the kind of control he wants to exercise in the interaction. Turn-regulating cues analyzed include those that signal turn-claiming (including hand-raising and interruptions), turn-keeping (including intonation, sociocentric expressions, and shifts in speech volume and pace), and turn-yielding (including intonation and questions addressed to other speakers). Interruptions are further classified as being accepted, objected, or neglected. The connection between conversational style and ways of interacting in the classroom is then examined by comparing four aspects of conversation (turn-taking, exchanges, amount of speech, and choice of topic and coherence) in two kinds of conversation (competitive and cooperative). It is suggested that students learn from classroom interaction that: (1) they can learn what the teacher knows by carefully reproducing teacher language or book content; and (2) competitive interaction gives them a passive discourse role. (MSE)

ED 343 403 FL 020 082

Spoelders, Marc
Verbal Communication in the Classroom.
PUB DATE- 87
NOTE- 12p.; In: Equality in Language Learning. Proceedings of the Nordic Conference of Applied Linguistics (5th, Jyvaskyla, Finland, June 4-7, 1987); see FL 020 065.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Applied Linguistics; *Classroom Communication; Communication (Thought Transfer); *Discourse Analysis; Elementary Secondary Education; *Ethnography; Interpersonal Communication; *Language Research; *Language Role; *Oral Language; Research Methodology; Teacher Student Relationship

Education may be seen as a form of verbal communication. Opinions about the part language plays in pedagogical communication differ according to the emphasis placed on: (1) the teacher (i.e., language as a means of transferring knowledge, as in the traditional teacher-centered concept); (2) the students (or language as a means of learning); or (3) the communicative process itself (i.e., teaching and learning as communicative interaction or dialogue). Most recently, research on classroom communication, while still looking at teacher and student talk, has taken on a new perspective. This more process-centered approach, which studies classroom verbal interaction as a form of conversation, is realized through the ethnographic method. Ethnolinguistic research on educational discourse has begun to focus on underlying social norms, schemata created and signaled by participants, and systems governing verbal classroom interaction. Within the last category are studies of pedagogical actions expressed in language (structuring, soliciting, responding, reacting), of the transactions occurring in lessons, and of the eliciting of verbal exchanges. A 39-item bibliography is included. (MSE)

ED 343 404 FL 020 083

Neuendorff, Dagmar
Texts in Study Books for Foreign Language Learners.
PUB DATE- 87
NOTE- 12p.; In: Equality in Language Learning. Proceedings of the Nordic Conference of Applied Linguistics (5th, Jyvaskyla, Finland, June 4-7, 1987); see FL 020 065.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Applied Linguistics; *Coherence; Discourse Analysis; English (Second Language); Finnish; German; Grammar; Introductory Courses; *Readability; Second Language Learning; Swedish; *Textbook Content; *Textbook Preparation; Uncommonly Taught Languages
IDENTIFIERS- *Authentic Materials

Analysis of beginning second language textbooks for German, Swedish, English, and Finnish looked at the readability of the contents. Finnish and English texts are examined more closely here as illustrations of the problems found in all four languages. Specific passages are cited and discussed; two are appended. A general framework of text linguistics was used for the analysis, focusing on grammatical and thematic coherence, textual theme, and communicative function. It is concluded that the texts are, in general, artificial and unnecessarily difficult for the language learner. A suggestion for avoiding these problems is to use authentic texts or to construct texts so that linguistic and pragmatic functions are combined. A brief bibliography is included. (MSE)

ED 343 405 FL 020 084

Kilborn, Mary
Is Equality and Independent Thinking Possible in an Oral Test?
PUB DATE- 87
NOTE- 19p.; In: Equality in Language Learning. Proceedings of the Nordic Conference of Applied Linguistics (5th, Jyvaskyla, Finland, June 4-7, 1987); see FL 020 065.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Applied Linguistics; Communicative Competence (Languages); *Dialogs (Language); Foreign Countries; *Language Tests; *Role Playing; Secondary Education; Student Attitudes; Student Participation; *Test Construction; *Verbal Tests
IDENTIFIERS- *Scotland

A Scottish study investigated qualities contributing to or detracting from an oral foreign language test's ability to test communicative competence in conversation. The study was undertaken in French, German, and Spanish second language classes in the third and fourth years of secondary school. Pupil discourse competence was assessed during verbal tests involving role-playing. Instances of pupil initiation of comments that changed the direction of the conversation were used as indicators of independent thinking, and the balance of parts played by the teacher and student was used as an indicator of equality in the conversation. Interviews with the teachers and students, made after testing, were also analyzed. Some comparisons were made between a structured test and a more open-ended version, administered to the same students, and between two administrations of the open test. Results indicate that the more open test with optional suggestions gave students more opportunity to initiate, ask questions, introduce topics, take an equal share of conversation, or change conversational direction. It was also found that student perception of the test task and teacher/interlocutor behavior were significant influences in student performance. (MSE)

ED 343 406 FL 020 085

Weeren, Jan van
Testing Pronunciation.
PUB DATE- 87
NOTE- 10p.; In: Equality in Language Learning. Proceedings of the Nordic Conference of Applied Linguistics (5th, Jyvaskyla, Finland, June 4-7, 1987); see FL 020 065.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Applied Linguistics; Comparative Analysis; *Error Analysis (Language); *Error Patterns; French; German; *Language Tests; *Pronunciation; Secondary Education; Secondary School Students; *Second Languages; *Test Reliability; Test Validity

Pronunciation is an important subskill in second language learning, therefore worth evaluating. Its quality is commonly assessed in a global, impressionistic way by having learners read aloud. While this allows comparison of examinees' skills, ability to read aloud is a possible confounding variable. An alternative method is to have learners read texts in which only marked elements are judged as correct or incorrect. A study compared the reliability and validity of this and the traditional, holistic method. Pronunciation tests were developed for Dutch learners of French and German that incorporated words in which pronunciation errors occur frequently. The tests were administered to secondary school students (German=26, French=19). Recorded readings were rated in both the traditional way and with the marked-item method by teacher panels to measure reliability. Results suggest the new method can improve evaluation. To determine validity, another experiment simulated regular teacher evaluation of student pronunciation in French by comparing ratings of pronunciation in: (1) spontaneous speech; (2) a traditional read-aloud text; and (3) marked items in a read-aloud text. These results suggest that (3) marked items in a read-aloud text. These results suggest the new alternative is not preferable to traditional, holistic rating because it can not give a general impression of pronunciation quality. Further research is recommended. (MSE)

ED 343 407 FL 020 086

Stone, LeeAnn
Task-Based Activities: Making the Language Laboratory Interactive. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 91
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Communicative Competence (Languages); Interaction; *Language Laboratories; *Learning Activities; *Second Language Instruction; *Second Language Learning; Teaching Methods
IDENTIFIERS- ERIC Digests

This digest examines ways in which the foreign language laboratory can serve to support communicative approaches to language instruction by becoming interactive. Although, in one sense, this can be achieved through the acquisition of interactive hardware, this paper focuses on the pedagogical approaches to language lab use that create interaction by allowing students to use the language when their attention is focused on conveying and receiving authentic messages. These approaches involve task-based activities, which require the student to use the language being studied even though the task itself is not focused on the language. Task-based activities involve making use of the unique features of the language lab to create a learning environment that cannot be recreated in the regular classroom. (VWL)

ED 343 408 FL 020 087

Wilcox, Sherman; Wilcox, Phyllis

Teaching ASL as a Second Language. ERIC Digest.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 91
NOTE- 4p.; This Digest is based on the monograph, "Learning To See: American Sign Language as a Second Language," Regents Prentice Hall, Old Tappan, NJ. 1991.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *American Sign Language; Instructional Materials; *Program Design; *Second Language Instruction; Second Language Programs; *Teaching Methods
IDENTIFIERS- ERIC Digests

To help teachers and administrators of American Sign Language (ASL) design and implement effective ASL programs, this Digest answers questions about ASL and the essential components of an ASL program, including ASL course design, methods and approaches for teaching ASL as a second language, and ASL instructional materials. (nine references) (VWL)

ED 343 409 FL 020 116

Lawson, Edwin D.

Psychological Dimensions of Women's Names: A Semantic
Differential Analysis.

PUB DATE- 91
NOTE- 38p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; *Females; Males; Personality; *Psycholinguistics; Self Esteem; *Semantic Differential; *Sex Differences; Social Attitudes; *Stereotypes; Student Attitudes
IDENTIFIERS- *Name Stereotypes

To measure stereotypes of the 518 most common women's names along six dimensions (Good-Bad, Strong-Weak, Active-Passive, Sincere-Insincere, Intelligent-Dumb, and Calm-Emotional), this study administered the Osgood semantic differential to 250 male and 250 female college students. While previous research has been done on the first three of these dimensions, this is the first time the procedure has been used with six dimensions on women's names. Results confirm that there are differential stereotypes, and that there are a number of significant differences in the perceptions of men and women. An additional finding is a high correlation of the attitudes of men and women except of the Calm-Emotional dimension, possibly due to differing attitudes about which is the more positive dimension. The conclusion may be drawn that these differential perceptions and stereotypes lead to differential treatment and to variations in the self-esteem of the individuals affected. Three tables contain 23 pages of comparative statistics from the study. Contains 9 references. (LB)

ED 343 410 FL 020 120

Opportunities Abroad for Teaching English as a Foreign Language:
A Resource List. 1992 Update. ERIC Digest.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 92
NOTE- 4p.; For the earlier edition, see ED 321 587.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Employment Opportunities; *English (Second Language); Foreign Countries; *Language Teachers; *Second Language Instruction
IDENTIFIERS- ERIC Digests

This Digest, an update to a 1990 Digest, provides information on finding employment opportunities abroad for teachers of English as a foreign language (EFL). Sections highlight the following: considerations for teaching EFL outside of the United States; general information sources on teaching English abroad; teaching in international schools; and additional sources of overseas teaching information. (eight references) (VWL)

ED 343 411 FL 020 138

Das, Bikram K., Ed.
Materials for Language Learning and Teaching. Anthology Series 22.
PUB DATE- 88
NOTE- 164p.; Papers presented at a seminar on Materials for Language Learning and Teaching (1988). For individual papers, see FL 020 139-148.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Classroom Techniques; Communicative Competence (Languages); *Computer Oriented Programs; Computer Software; Cooperative Learning; *Educational Technology; Educational Trends; Elementary Secondary Education; English (Second Language); Foreign Countries; Independent Study; *Instructional Materials; Listening Comprehension; *Material Development; Second Language Instruction; Second Language Learning; *Second Languages; Student Developed Materials; Student Role; Teacher Developed Materials; Teacher Role; Technological Advancement; Trend Analysis
IDENTIFIERS- *Malaysia

Papers from a seminar on instructional materials for second language teaching include the following: "Co-Operative Language Learning: What's News?" (Ted Rodgers); "Principles of Communicative Task Design" (David Nunan); "Teaching Spoken English in the Non-Native Context: Considerations for the Materials Writer" (Mary W. J. Tay); "The Texts for Teaching Writing" (Ann Raimes); "Designing Instructional Materials for Teaching Listening Comprehension" (Jack C. Richards); "Power to the Pupils: Computer Software in Language Teaching" (John Higgins); "Self-Directed Learning and New Technologies: Computers as Language Learning Tools" (Bernd Ruschoff); "Tapping a Vital Resource: Student-Generated Materials" (Heidi Riggenbach); "The Roles of L2 Teachers, Learners, and Materials Developers in the Context of New Technologies" (Fraida Dubin); "Materials for Language Learning and Teaching: New Trends and Developments--The Malaysian Scene" (Asiah Abu Samah). Authors' names and addresses are appended. (MSE)

ED 343 412 FL 020 139

Rodgers, Ted
Co-Operative Language Learning: What's News?

PUB DATE- 88
NOTE- 17p.; In: Materials for Language Learning and Teaching. Anthology Series 22; see FL 020 138.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Comparative Analysis; *Cooperative Learning; Educational Strategies; *Instructional Materials; *Material Development; Second Language Instruction; Second Language Learning; *Second Languages; Teacher Developed Materials; Teaching Methods
IDENTIFIERS- Authentic Materials

This discussion of cooperative second language learning describes the approach in terms of response to three questions: WHO? WHAT? and WHY? The first section "WHO: Major Directors and Actors," chronicles the evolution of cooperative learning in general and cooperative language learning in particular, citing some specific methods and the individuals who developed and promoted them. The second section, "WHAT: Characteristics and Competitors," begins by defining some major paradigms of cooperative learning: Aronson's Jigsaw Classroom; DeVries' Teams-Games-Tournaments; Slavin's Student Teams and Academic Divisions; and the Group Investigation approach. This form of learning is then contrasted with competitive and individualistic learning approaches, especially with regard to the structuring of rewards and incentives. Commonalities between the three learning approaches are also examined. The third section looks at evidence of the efficacy of cooperative learning, citing research and theory on its use of comprehensible input, its efficiency, the effective use of social interaction, and its authenticity and realistic grounding. Objections to the use of cooperative learning in second language instruction are also noted and rebutted. These include the criticisms that students can acquire flawed language from peers, that cooperative learning promotes classroom chaos, and that native language use or code-switching will be tolerated by peers. Four types of instructional materials are described: manufactured; teacher-developed; teacher-adapted; and authentic. (MSE)

ED 343 413 FL 020 140

Nunan, David

Principles of Communicative Task Design.

PUB DATE- 88
NOTE- 16p.; In: Materials for Language Learning and Teaching. Anthology Series 22; see FL 020 138.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Communicative Competence (Languages); Foreign Countries; *Instructional Materials; *Material Development; Second Language Instruction; *Second Language Learning

The use of the learning task as a basic planning and instructional tool for communicative second language instruction is discussed, and considerations and procedures for designing such tasks are outlined. A task is defined as a piece of classroom work that involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is focused principally on meaning rather than form. A communicative task drawn from commercial textbooks is used to illustrate component parts. The role of tasks in communicative language teaching is examined, and the steps in an integrated approach to curriculum development are outlined. Two rationales for classroom tasks, real-world and pedagogic, are differentiated and their differential focuses are noted. Finally, a list of questions is offered as a guide to evaluating communicative second language tasks in terms of their goals; the linguistic or other input data on which they are based; the activities derived from the input; the roles and settings implied by different tasks for teachers and learners; considerations for implementation, grading, and integration into the curriculum; and assessment of learner performance. A brief list of references is appended. (MSE)

ED 343 414   FL 020 141

Tay, Mary W. J.
Teaching Spoken English in the Non-Native Context: Considerations for the Materials Writer.
PUB DATE- 88
NOTE- 13p.; In: Materials for Language Learning and Teaching. Anthology Series 22; see FL 020 138.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Design; Elementary Secondary Education; *English (Second Language); Foreign Countries; *Instructional Materials; *Material Development; *Oral Language; Second Language Instruction; *Second Language Learning; Skill Development; *Speech Skills; Textbooks
IDENTIFIERS- *Singapore

A discussion of English-as-a-Second-Language (ESL) instruction begins with a review of the English language teaching situation in Singapore today and goes on to examine issues in the production of ESL instructional materials. The focus is on oral language instruction. The first section, concerning Singapore, outlines the structure of syllabuses for elementary and secondary education and considers the strengths and weaknesses of the materials used currently. The second section examines three areas in which oral language instruction in Singapore needs improvement, i.e., instruction should: (1) place additional emphasis on developing intelligibility within an international community; (2) provide practice in interaction in which there is an element of communicative stress; and (3) integrate speech with writing, reading, and listening skills. The third section presents guidelines for development of instructional materials on spoken English. They address five primary issues and related concepts: (1) who is the speaker for whom the materials are intended? (accent type, age, level of education); (2) what is the subject matter? (type of interaction, genre, and amount of required background knowledge); (3) to whom is the speaker/learner speaking? (accent, peer group/superior, proficiency level); (4) where is the speaker? (geographic location, acoustics, room size); and (5) what is the purpose of the communication? (giving instructions, giving information, conveying attitude or feeling). (MSE)

ED 343 415 FL 020 142

Raimes, Ann
The Texts for Teaching Writing.
PUB DATE- 88
NOTE- 20p.; In: Materials for Language Learning and Teaching. Anthology Series 22; see FL 020 138.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Feedback; *Instructional Materials; *Material Development; Second Language Instruction; *Second Language Learning; *Textbook Selection; *Writing Instruction

A review of research on writing textbooks suggests that in general, they do not reflect current theories in either content or instructional approach. Examination of some second language writing textbooks reveals three types: (1) those with a traditional approach emphasizing grammar, form, and models; (2) books acknowledging but not integrating new theories; and (3) texts that attempt to transform new theory into practice. It is suggested that while textbooks can provide some secondary material, good advice, clear grammar explanations, editing principles, and reading selections for analysis, the real focus in writing instruction should be on primary texts: student writing, teacher texts, and authentic texts for supplementary reading and analysis. A course exemplifying a syllabus built on these primary text types is described. The course procedure consisted of freewriting, small group and class discussion of the results, reading of a selection from a primary source, journal responses to the reading selection, the writing of an essay, peer response, and individual revision. Accuracy is emphasized in the context of meaningful communication, not as an exercise in itself, and student writing is treated as authentic, written to be read. Appended materials include textbook samples, a classroom feedback exercise, and notes on research in feedback on composition. (MSE)

ED 343 416 FL 020 143

Richards, Jack C.
Designing Instructional Materials for Teaching Listening Comprehension.
PUB DATE- 88
NOTE- 33p.; In: Materials for Language Learning and Teaching. Anthology Series 22; see FL 020 138.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Cognitive Processes; *Instructional Materials; *Listening Comprehension; *Material Development; Second Language Instruction; *Second Language Learning; Theories

The design of instructional materials for second language listening comprehension is discussed, based on the premise that such materials must reflect a view of the nature and processes of listening. Two distinct kinds of cognitive processes involved in listening are examined: bottom-up processing, or the use of incoming data as a source of information about the meaning of a message; and top-down processing, referring to the use of background knowledge in understanding meaning. The two views are explained and illustrated, and the listening comprehension experiences of the language learner at various proficiency levels are examined. The interpersonal and transactional functions of language are then discussed in the framework of bottom-up and top-down processing. This information is applied to the design of classroom materials, focusing on methodological principles employed and activity types developed, and a number of examples of current listening exercises are critiqued from this perspective. It is concluded that in designing and selecting instructional materials for listening comprehension, helping students employ appropriate listening strategies should be a primary focus. (MSE)

ED 343 417 FL 020 144

Higgins, John

Power to the Pupils: Computer Software in Language Teaching.

PUB DATE- 88
NOTE- 13p.; In: Materials for Language Learning and Teaching. Anthology Series 22; see FL 020 138.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Computer Assisted Instruction; *Computer Software; English (Second Language); Foreign Countries; Instructional Effectiveness; *Instructional Materials; *Material Development; Second Language Instruction; *Second Language Learning

A discussion of computer-assisted second language learning focuses on the kinds of computer software currently available and discusses briefly how they can be used in language instruction. Four types of software are distinguished, including: (1) that in which the computer controls, to a great extent, the nature and order of events (e.g., drills, quizzes, exercises, tests, and programmed learning); (2) insertion exercises, in which some piece of information is missing and must be supplied, an innovative approach; (3) tools for editing, correction, etc., which should be made available to students as well as teachers and administrators; and (4) materials containing content but imposing no structured methodology. It is concluded that what computers can do, in general, is supply optimal challenge to students, offering opportunities for students to discover things that even the teacher doesn't know. Additional examples of the four software types are appended, with the addresses of sources supplied. (MSE)

ED 343 418 FL 020 145

Ruschoff, Bernd
Self-Directed Learning and New Technologies: Computers as Language Learning Tools.
PUB DATE- 88
NOTE- 19p.; In: Materials for Language Learning and Teaching. Anthology Series 22; see FL 020 138.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authoring Aids (Programing); *Computer Assisted Instruction; Educational Technology; Foreign Countries; *Independent Study; *Instructional Materials; Material Development; Second Language Instruction; *Second Language Learning

The design of computer materials for self-directed language learning is discussed from two points of view: (1) adaptability or flexibility of computer materials; and (2) the potential and limitations of computer-assisted instruction for enhancing autonomous learning. Important considerations in designing flexible materials through careful programming are discussed, including the need to assess differing learner needs and abilities, address them, and provide feedback appropriate to the individual's performance. Examples are offered from computer programs currently available or in development. Discussion of the issue of self-direction in language learning draws on recent research on this form of learning, and on the construction and sequencing of learning modules within a program. Again, examples are offered. It is concluded that while computer-assisted language learning can benefit from what has already been accomplished in programming and materials design, both within and outside the field of language instruction, there is a need for much more research into the concept and construction of intelligent tutorial systems and self-directed language learning, especially as the technology advances. A brief list of references is included. (MSE)

ED 343 419 FL 020 146

Riggenbach, Heidi
Tapping a Vital Resource: Student-Generated Materials.

PUB DATE- 88
NOTE- 14p.; In: Materials for Language Learning and Teaching. Anthology Series 22; see FL 020 138.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Foreign Countries; *Instructional Materials; *Material Development; Second Language Instruction; *Second Language Learning; *Student Developed Materials; *Student Participation

Student-generated materials are a means by which students may be brought into the role of active participant in their own second language learning processes. To create their own materials, students can engage in the following types of activities: (1) performance, or those in which the student prepares and delivers a message to the group (e.g., student speeches in which peer and self-evaluation play a significant part); (2) participation, in which the student engages in some communicative activity in a natural setting (e.g., spontaneous conversation or interview with a native speaker); and (3) observation, in which the student observes and/or records linguistic interactions between two or more native or fluent speakers of the target language (e.g., analysis of greeting behaviors). These three activity types offer a wide range of possibilities and flexible applications for intermediate to advanced language learning. Student-generated materials can provide a rich and practical way to meet the goal of interaction and the need for real communicative tasks, and to encourage students to be their own teachers. (MSE)

ED 343 420 FL 020 147

Dubin, Fraida

The Roles of L2 Teachers, Learners, and Material Developers in the Context of New Technologies.

PUB DATE- 88
NOTE- 11p.; In: Materials for Language Learning and Teaching. Anthology Series 22; see FL 020 138.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Instructional Materials; *Language Teachers; *Material Development; Second Language Instruction; *Second Language Learning; Student Role; Teacher Role; Technological Advancement

An examination of the role of the principle players in second language learning--teachers, students, and instructional material developers--offers insight into the field of language pedagogy during a period of rapid technological change. All are living in a technologically changing environment but are all affected in different ways. Materials writers are challenged most directly, because they must keep up with the technology or lose credibility, and at the same time they must focus on the effectiveness and current acceptability of the materials they create. The teacher's role, already undergoing major shifts as instruction has come to be viewed as the directing of others' learning, will continue to change as new teachers' behaviors reflect their own training and professional socialization. The teacher as authority figure is disappearing, but all teachers must remain conversant with the communication channels through which language flows. The learner's role is becoming infused with greater activism and responsibility, involving more awareness of learning methods and strategies, traditional and nontraditional. A brief bibliography is included. (MSE)

ED 343 421 FL 020 148

Samah, Asiah Abu
Materials for Language Learning and Teaching: New Trends and Developments--The Malaysian Scene.
PUB DATE- 88
NOTE- 10p.; In: Materials for Language Learning and Teaching. Anthology Series 22; see FL 020 138.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; *Curriculum Design; Curriculum Development; *Educational Change; Educational Trends; Foreign Countries; *Instructional Materials; *Material Development; Secondary Education; Second Language Instruction; *Second Language Learning; Trend Analysis
IDENTIFIERS- *Malaysia

The new secondary education curriculum in Malaysia, which uses an approach integrating skill development, content knowledge, and values, is examined from the perspective of language teaching and learning. Specific attention is given to the ways that curriculum and materials design can contribute to overall student development, the primary objective of the new integrated curriculum. Various questions with regard to design principles are addressed, such as: (1) In what way does the language program contribute to the development of the individual as a member of society? (2) What kinds of language skills and experiences are needed to achieve overall integrated development? and (3) What assumptions about language and language learning would best support classroom strategies and materials production, be in line with national goals, and contribute to target language mastery? The detailed guidelines for basic and supplemental materials development, drawn up according to language curriculum guidelines, and the resulting materials are briefly described. The strategy of providing 360 resource centers for additional instructional support is also explained. An analysis of the problems and other issues relating to the new curriculum looks at: shortcomings found in the newly developed materials; meaningful integration of content, skills, and values; the place of literature in the curriculum; and production of support materials. A brief bibliography is included. (MSE)

ED 343 422 FL 020 149

French Immersion Program Evaluation Report.
PUB DATE- May 91
NOTE- 115p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; Comparative Analysis; Educational History; Elementary Secondary Education; Foreign Countries; *French; *Immersion Programs; Parent Attitudes;

Participant Satisfaction; Program Design; Program Effectiveness; Program Evaluation; *Second Language Programs; Student Attitudes; Teacher Attitudes; *Time Factors (Learning)
IDENTIFIERS- Nanaimo School District 68 BC
The Nanaimo (British Columbia) school district's French immersion program is evaluated. An introductory section gives background on the evaluation, outlines the evaluation process used, and offers brief comments on its outcome. The second section describes the immersion program's history and its current status in terms of enrollment, class size, staffing, funding, goals, and a comparison with the conventional French second language program. Correspondence received concerning the program is also reviewed. Section three presents the evaluation results in two parts: (1) data on both early and late immersion programs, including a comparison of results, an analysis of district student achievement in relation to provincial achievement ratings, oral testing criteria and results, and opinions concerning the fate of the late immersion program; and (2) results of surveys and meetings on the satisfaction of administrators, teachers, parents (including non-immersion parents), and students (at elementary and secondary levels, reported separately) with the program. The fourth section offers conclusions and recommendations for program improvement. Appended materials include: the text of the French immersion evaluation mandate; extensive data on enrollment, staffing, class size, grants, expenditures, budgets, and the French second language programs at the elementary and secondary levels; goal statements; and board policies and regulations. (MSE)

Corredor, Eva L.
Minimize Subjective Theory, Maximize Authentic Experience in the Teaching of French Civilization.
PUB DATE- Oct 91
NOTE- 11p.; Paper presented at the Conference on Bridging Theory and Practice in the Foreign Language Classroom (Baltimore, MD, October 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Techniques; *Cultural Education; *Educational Technology; *French; Higher Education
IDENTIFIERS- *Naval Academy MD

A program developed to teach French civilization and modern France at the U.S. Naval Academy (Annapolis, Maryland) was designed to take advantage of readily available, relatively sophisticated technology for classroom instruction. The hardware used includes a satellite earth station that receives regular television broadcasts from France, a central mainframe computer with a variety of systems and services, a personal computer linked to the mainframe, videocassette recorders and players in faculty offices and classrooms, and high-technology electronic classrooms and language laboratories. Software, special programs, services, and materials include word processing software, grammar drill and text treatment software, administrative software, electronic mail, telephone communications network, facsimile transmission, photocopying, slide and movie projectors, video and audio recording

collections, visual aids, direct satellite television transmissions, interactive video in progress, and a computer-accessible library information network. Considerations in the use of these resources include careful organization, balancing authentic materials with discussion time, and advance planning on the teacher's part. Several typical uses of the technology illustrate the variety of resources that can be integrated into one lesson or unit, for either syllabus preparation or classroom use, creating a powerful learning environment based on authentic cultural sounds and images. (MSE)

ED 343 424 FL 020 152

Kester, Donald L.
Bridging the Gap: A Sheltered Approach to Language Acquisition and Academic Success in Torrance Unified School District. Second Evaluation Report (1989-1990).
PUB DATE- Nov 90
NOTE- 61p.; For the first evaluation report (1988-1989), see ED 324 973.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Bilingual Education; *Chinese; Elementary Secondary Education; *English (Second Language); Instructional Materials; *Japanese; *Korean; *Limited English Speaking; Middle Schools; Parent Participation; Program Effectiveness; Program Evaluation; Staff Development; Transitional Programs; Uncommonly Taught Languages
IDENTIFIERS- *Sheltered English; *Torrance Unified School District CA

An external evaluation of the Torrance (California) Unified School District's transitional bilingual education program for limited-English-speaking Chinese, Japanese, and Korean middle school students is reported. The project focused on four areas including: instruction; staff development, materials, and parent involvement and education. An executive summary gives an overview of the program and evaluation findings. The first section of the report describes the program evaluation plan and the second section gives the evaluator's opinion of its elements. The third and most substantial section reports, for each of the four evaluation areas, specific student and activity objectives and an assessment of their achievement. Results for each school are reported separately in many cases. Specific recommendations are also made in this section. The final section offers brief suggestions for possible improvements in the evaluation plan and in the program itself. Examples of student work and instructional materials are appended, some in Japanese and Korean. The evaluation found that: all but one of the program objectives were achieved in 1989-90; forcasting for some ojbectives was extremely accurate; considerable variation occurred from school to school; and the project improved from the first to the second year. Specific program strengths were found in administrative, instructional, and support areas. (MSE)

ED 343 425 FL 020 154

Brisk, Maria Estella; And Others
The Many Voices of Bilingual Students in Massachusetts.
PUB DATE- 91
NOTE- 55p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Students; Case Studies; Culture Conflict; Elementary Secondary Education; English (Second Language); *Immigrants; *Language of Instruction; Personal Narratives; *Student Adjustment; *Student Attitudes; *Student Characteristics
IDENTIFIERS- Massachusetts

The stories of 12 bilingual children in Massachusetts public schools, aged 6-14 and born in 9 different countries, are presented. The case studies were compiled through classroom observation and interviews with the children, their teachers, and their parents, and were conducted both in the child's native language and in English. The purpose was to understand bilingual children better. The case studies illustrate two major themes: (1) the value the children's families place on bilingualism; and (2) the importance of using the native language in school to reduce the stress of cross-cultural adjustment and enhance the school's ability to understand individual children. Two additional themes emerging are the strong desire of all of the children to do well in school, regardless of socioeconomic background or parents' education, and their eagerness to make American friends. The cases are portraits of individual children, not school programs, but do reveal many ways in which school systems approach the challenge of educating non-native English-speakers. Half of the children adjusted to school smoothly, and the other half had more difficulty. The study's recommendations for schools call for: reinforcing the value of bilingualism; careful planning for mainstreaming; innovative assessment; encouragement of intercultural friendships; and establishment of a multicultural school environment. (MSE)

ED 343 426 FL 020 155

Underwood, Karen; Brunner, Anita
Evaluation of Programs for Limited English Proficient Students, Fiscal Year 1989 (School Year 1988-1989).
PUB DATE- 89
NOTE- 43p.; For the Fiscal Year 1990 evaluation, see FL 020 156.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ancillary School Services; Educational Needs; Elementary Secondary Education; *English (Second Language); Federal Aid; Identification; *Limited English Speaking; Needs Assessment; Program Effectiveness; Program Evaluation; State Aid; *State Programs; State Surveys; Technical Assistance
IDENTIFIERS- Elementary Secondary Education Act Title VII; *Idaho

Data on Idaho's limited-English-proficient (LEP) population and the educational services provided to them are reported, as required by federal regulation governing Elementary and Secondary Education Act TITLE VII grants. The first part summarizes the information gained from data collection in 54 school districts, focusing on size and characteristics of the LEP student population and LEP program models and staffing. The second part reports on state technical assistance activities, including workshops on identification and instruction of LEP students, development of a teacher handbook, production of staff development materials, and school district site visits to monitor legal compliance. In the third part, conclusions are drawn, including the following: (1) LEP students are performing below grade level; (2) there is little uniformity among districts in their approaches to identifying LEP students; (3) identified children are concentrated in the lower grades, probably due to inadequate assessment techniques; (4) there is little uniformity in program and instructional design, although aide assistance is common; and (5) instruction in English as a Second Language is not sufficient intervention by itself, but should be combined with other means as individual needs suggest. Appended materials include summaries of school district LEP program application, assessment, and site visit data. (MSE)

ED 343 427 FL 020 156

Underwood, Karen; Brunner, Anita
Evaluation of Programs for Limited English Proficient Students, Fiscal Year 1990 (School Year 1989-1990).
PUB DATE- 90
NOTE- 38p.; For the Fiscal Year 1989 evaluation, see FL 020 155.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ancillary School Services; Educational Needs; Elementary Secondary Education; *English (Second Language); Federal Aid; Identification; *Limited English Speaking; Needs Assessment; Program Effectiveness; Program Evaluation; State Aid; *State Programs; State Surveys; Technical Assistance
IDENTIFIERS- Elementary Secondary Education Act Title VII; *Idaho

Data on Idaho's limited-English-proficient (LEP) population and the educational services provided to them are reported, as required by federal regulation governing Elementary and Secondary Education Act TITLE VII grants. The first part summarizes the information gained from data collection in 63 school districts, focusing on size and characteristics of the LEP student population and LEP program design, teaching methods, access to district core curriculum, and staffing. The second part reports on state technical assistance activities, including workshops on identification and instruction of LEP students and school district site visits to monitor legal compliance. In the third part, the following conclusions are drawn: (1) efforts to identify and provide educational services to this population have greatly increased; (2) LEP students continue to perform below grade level expectations; (3) there is little uniformity among districts in approaches to identifying students; (4) most are identified in the lower grades; (5) 416 students needed but were not receiving services. Appended materials include summaries of school district LEP program application and assessment data. (MSE)

ED 343 428 FL 020 165

Building Bridges: A Guide to Second Languages in the Middle Grades. Curriculum and Instruction Series Number 3.

PUB DATE- 91
NOTE- 27p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Articulation (Education); Curriculum Development; Educational Strategies; Instructional Materials; Intermediate Grades; Junior High Schools; *Language Teachers; *Middle Schools; *Program Design; Program Development; Program Evaluation; *Scheduling; *Second Language Programs; Statewide Planning; Teacher Qualifications; Teacher Role; Teaching Methods
IDENTIFIERS- Middle School Students; *North Carolina

This guide is the third publication in a series designed to help school districts in North Carolina implement effective second language programs in the middle grades, building on existing elementary programs and connecting with established secondary school programs. The guide first explains the rationale for including second languages in the middle school curriculum for developmental purposes. It then outlines desired language teacher qualifications, the roles of teachers in and outside the classroom, and describes six appropriate teaching strategies. The section that follows briefly discusses considerations in program planning, including choice of program type (continuation, partial immersion, content enriched, beginning sequential, and exploratory), status as an elective or required subject, languages offered, curriculum content, staffing, materials, scheduling, and program evaluation. A brief bibliography is included. Six sample schedules for six-, seven-, and eight-period days are appended as a guide to scheduling options and to illustrate the range of choices. (MSE)

ED 343 429 FL 020 167

Schecter, Sandra R.; Harklau, Linda A.
Annotated Bibliography of Research on Writing in a Non-Native Language. Technical Report No. 51.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 91
NOTE- 73p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Literacy; Annotated Bibliographies; Curriculum Design; Elementary Secondary Education; *English (Second Language); Error Analysis (Language); Language Skills; Literacy; Syntax; *Writing Instruction; *Writing Processes; *Writing Skills

This annotated bibliography includes about 170 citations of dissertations, articles, papers, and other studies concerning the development of writing skills in non-native English-speakers. The works cited are based on the collection and analysis of data, and do not include articles describing or prescribing pedagogical approaches or curricula. Similarly, pieces written primarily for the purpose of constructing evaluative measures are not included. Entries are presented in five sections that focus on the following: (1) text features (error analysis of syntax and mechanics, discourse features); (2) non-native writing proficiency development (bilingual emergent literacy, later elementary and secondary development, literate adults); (3) the writing process (relationship to attitude, revision, and effect of task and other contextual variables); (4) non-native writing and other language skills (reading/writing relationship, speaking/writing relationship, relationship to native language writing ability); and (5) instructional factors (curriculum and program design, teacher response to student writing). An author index is included. (MSE)

ED 343 430 FL 020 182

Williams, Colin H.
The Cultural Rights of Minorities: Recognition and Implementation. Discussion Papers in Geolinguistics No. 18.

PUB DATE- Nov 91
NOTE- 42p.; Paper presented at the Symposium on Minorities in Politics (Bratislava, Czechoslovakia, November 16-19, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Awareness; Cultural Differences; Foreign Countries; *Language Maintenance; Language Standardization; Legislation; *Minority Groups; Official Languages; *Political Issues; Regional Attitudes; Social Problems; *Sociolinguistics
IDENTIFIERS- *Europe; *Geolinguistics

This plenary opening address on cultural and language rights emphasizes both the opportunities and constraints facing selected European minorities in their struggle both to reproduce their culture and to have their efforts recognized as a permanent, legitimate, and democratic contribution to modern society. The central thesis is that although the recognition of minority group rights is often a major sociopolitical advance in European states, it is of little applied value unless the state also recognizes the significance of establishing conditions under which the rights are exercised as a normal function of daily life. The discussion focuses on: (1) assessing the development of the recognition of cultural and language rights; and (2) analyzing the difficulties and lessons learned from the implementation of such rights in selected cases, such as those of the Flemish, Basque, Catalan, Frisian, Irish, Welsh, and certain Greek minorities. Selected language and minority legislation at the international, state, and national/regional levels is reviewed, and four principles for neutralizing conflicts are illustrated with Canadian and Belgian examples. Eight key questions on territory and language are presented that include such factors as class implications, mass media, technology advances, and the role of the European Community and other international organizations. (LB)

ED 343 431 FL 020 183

Cormier, Raymond
The Role of Cognitive Schemata and Discrepant Stimuli in the Foreign Language Classroom.
PUB DATE- 18 Oct 91
NOTE- 16p.; Paper presented at the Conference on Bridging Theory and Practice in the Foreign Language Classroom (Baltimore, MD, October 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Creativity; *Drama; *Humor; Interference (Language); Psycholinguistics; Relevance (Education); *Schemata (Cognition); *Second Language Instruction; Second Language Learning; Teaching Methods
IDENTIFIERS- *Suspense

After a discussion of cognitive schemata, identified as representing a "gestalt" stored in human memory, this paper explores three pedagogical modes: the use of drama, humor, and suspense in the classroom. Ways that each pertain to cognitive and communication theory are discussed, and classroom examples of how each mode provides discrepant stimuli are provided. It is assumed that in second language (L2) acquisition, cognitive schemata cause L2 interference at the various levels, and that recent L2 theories argue for a distinction between formal or classroom learning and natural acquisition. Truly creative language teaching takes advantage of such a significant notion as cognitive schemata by using novelty in a planned, partial immersion environment that makes foreign language and culture meaningful and relevant. It is concluded that new experience, such as that provided by discrepant stimuli, interacts with cognitive structures to arouse interest and develop understanding. Effective teachers can use drama, humor, and suspense to provide appropriate and meaningful contexts to classroom instruction. Contains 45 references. (LB)

ED 343 432 FL 020 200

Bagg, Mary Beth

Folk Literature in the Foreign Language Classroom.

PUB DATE- 25 Oct 91
NOTE- 16p.; Paper presented at the Meeting of the Indiana Foreign Language Teachers Association (Indianapolis, IN, October 25, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Childrens Literature; Drama; *Fairy Tales; *Folk Culture; Grammar; Language Teachers; Legends; Music; Mythology; *Second Language Instruction; *Second Language Learning; Story Reading; *Story Telling

The usefulness of various forms of folk literature as grammatical, literary, historical, and cultural sources in foreign language teaching is discussed and guidelines are suggested for classroom implementation. Although the focus is on folk or fairy tales, folk literature is defined to encompass myths, local legends, saints' legends, children's legends, folk songs, sagas, jokes, and anecdotes as well. Answers to basic questions are presented, including why fairy tales should be used to teach a foreign language, what types of grammar can be emphasized, and how writing and oral skills can be developed. Specific fairy tale elements that can be taught include traditional beginnings and endings, the use of numbers, stock characters, diminutives, comparatives and superlatives, gems, and precious metals. Ways to engage a class in story telling are described, based on one teacher's experience while teaching German. Five principles (one-dimensionality, superficiality, abstract style, isolation and a bond with nature's creatures, and sublimation and worldliness) are given that can be used as a basis for interpretation of fairy tales. A sample, unfinished German fairy tale is presented for audience or reader reaction. Contains 24 references. (LB)

ED 343 433 FL 020 201

Rhodes, Frances Gates

Improving Teacher-Prepared Computer Software for Better Language Teaching/Learning.

PUB DATE- Oct 91
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bilingual Students; Comparative Analysis; *Computer Assisted Instruction; *Computer Software; Grade 5; Grammar; *Instructional Improvement; Intermediate Grades; Second Language Instruction; *Second Language Learning; Spanish; *Teacher Developed Materials; Verbs

A study is reported that examined the relative effectiveness of four computer-assisted-instruction (CAI) manners of presentation and response for teaching irregular verbs to English/Spanish bilingual students in South Texas. Each of 4 types of CAI presentation gave the same 46 selected irregular verbs in context to fifth-graders in 4 subject groups for seven 55-minute periods. The manner of presentation included the following: visual only, visual plus emphasis (enhanced, highlighted text), visual plus kinesthetic (multiple choice format), and visual plus emphasis plus kinesthetic. Findings suggest that the visual plus kinesthetic or the visual plus emphasis approaches are the most effective. The results illustrate simple, easily programmable ways for language teachers at all levels to improve and enhance teacher-prepared computer software in a low-cost manner. Contains 5 references. (Author/LB)

ED 343 434 FL 020 202

Warren, Beth; Rosebery, Ann S.

Cheche Konnen: Collaborative Scientific Inquiry in Language Minority Classrooms. Handbook for Teachers and Planners from the Innovative Approaches Research Project. Second Edition.

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

PUB DATE- Sep 91

NOTE- 56p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Classroom Techniques; Communication Skills; Computer Literacy; Elementary Education; *English (Second Language); Guidelines; *Haitian Creole; *Instructional Innovation; Interdisciplinary Approach; Intervention; Literacy; *Mathematics Instruction; Minority Groups; Models; Public Schools; *Science Instruction; Secondary Education

IDENTIFIERS- *Cheche Konnen; Innovative Approaches Research Project; *Language Minorities

An innovative instructional intervention model is presented that represents a promising approach to the education of language minority students. One of the four handbooks produced to document and disseminate the findings of the Innovative Approaches Research Project (IARP), this handbook describes the IARP model for providing science and mathematics instruction. School personnel, parents, and educational planners can use it to assess the appropriateness of the intervention for their schools, and teachers can use it for explicit advice on implementing the model. The Cheche Konnen ("search for knowledge" in Haitian Creole) model uses a collaborative inquiry approach to science in which students pose their own questions, plan and implement research, collect and analyze data, build and revise theories, draw conclusions, and make decisions. The goal is for students to develop scientific ways of thinking, talking, and acting. The Cheche Konnen approach is interdisciplinary in its use of literacy skills and the use of mathematics and computers as tools for explaining and communicating scientific findings. The model was tested with Creole-speaking Haitian students in two urban eastern schools, a public elementary school and a public high school. This handbook describes the implementation of the model and examples of the scientific inquiry method that were conducted and assessed in the field test with seventh and eighth grade students. Illustrations, student work samples, margin notes, which summarize the contents of each page, lists of contacts and materials available, and a bibliography are included. (LB)

ED 343 435 FL 020 203

Kim, Young-Min

A Functional-Notional Approach for English for Specific Purposes (ESP) Programs.

PUB DATE- 30 Jan 92
NOTE- 13p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Houston, TX, January 30, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Design; *English (Second Language); *English for Special Purposes; Food Service; *Functional Literacy; Job Analysis; Language Acquisition; *Needs Assessment
IDENTIFIERS- *Workplace Literacy

English for Specific Purposes (ESP) programs, characterized by the special needs of the language learners, are described and a review of the literature on a functional-notional approach to the syllabus design of ESP programs is presented. It is suggested that effective ESP programs should teach the language skills necessary to function and perform satisfactorily in a given function. The theoretical basis for an effective ESP curriculum can be found in a functional-notional syllabus design, which emphasizes the communicative purpose of the language. Originally designed by the Council of Europe, a functional-notional approach identifies the functions, or things that can be done through language, for which learners need the language and the notions (i.e., meanings and concepts a learner needs to communicate) that they must handle with it. Categories of functions used to gather data include ordering or requesting, giving instructions, making suggestions, and socializing. The functional-notional approach is closely related to the communicative approach and is learner-centered and self-motivating. A study is reported that focused on need analysis and curriculum design for an ESP program, and particularly concerned an ESP for Food Service in Texas A&M University. Because "order/request" and "instruction" were the most frequently required functions, a curriculum that focused on those two functions was recommended. Examples of appropriate units of study are noted. Contains 8 references. (LB)

ED 343 436 FL 020 204

Leki, Ilona

Emerging Perspectives on Advanced ESL Reading Instruction.

PUB DATE- Oct 91
NOTE- 18p.; Paper presented at the Annual Meeting of the Southeast Regional Teachers of English to Speakers of Other Languages (Atlanta, GA, October 9-12, 1991).
LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *English (Second Language); *Instructional Improvement; Interdisciplinary Approach; Language Teachers; *Reading Instruction; *Reading Skills; *Second Language Instruction; Student Participation; Teaching Methods; *Writing Instruction

Although many English-as-a-Second-Language (ESL) teachers know that reading and writing have an effect on each other, research on reading and writing have developed independently and have not greatly influenced each other or reading/writing pedagogy. Teachers must determine the best way to encourage more effective learning in which the reciprocal effects of reading and writing on each other are utilized. Five topics are addressed that should be considered for using readings in an ESL writing classroom: selection of readings (short texts and topic variety); expected accomplishments; how texts are used in the classroom and the purposes for which students read them; reading instruction strategies similar to strategies used in process oriented writing classes; and the social nature of reading and writing. It is suggested that the inclination to divide language into separate skills may be a mistake and that reading and writing classrooms should be reintegrated. By focusing less on teaching generic reading skills and more on helping students understand specific texts that they want to understand, teachers can help students experience ease and pleasure in reading and writing in English. Contains 28 references. (LB)

ED 343 437 FL 020 285

Williams, Patrice D.

The Tense-Aspect System of Vernacular Black English (VBE): Divergent or Different?

PUB DATE- 92
NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Black Dialects; *Grammar; *Language Patterns; Language Research; *Regional Dialects; *Tenses (Grammar)
IDENTIFIERS- *United States (South)

The divergence controversy is addressed in this holistic examination of Vernacular Black English (VBE). The debate over VBE stems from Labov's conclusion that the vernaculars of Black and White dialects in the South reveal completely different patterns of development. This study is based on patterns obtained from the writer's earlier research on older VBE speakers from the rural South and supplemented with patterns based on personal experience as an African American raised in the South. Approximately 50 VBE patterns are identified that attest to the radical difference between VBE and other nonstandard dialects, but it is concluded that divergence is a question that cannot be answered by this study alone. The findings are consistent with current theories about VBE tense-aspect, particularly those involving invariant "be." Contains 6 references. (LB)

ED 343 438 FL 020 289

Chamot, Anna Uhl; And Others

Learning Strategy Instruction in the Foreign Language Classroom: Reading.

SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- Jul 90
NOTE- 284p.; For related documents, see FL 020 290-292.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Techniques; French; Higher Education; High Schools; Instructional Improvement; Instructional Materials; Language Acquisition; *Learning Strategies; *Lesson Plans; *Reading Instruction; Russian; *Second Language Instruction; Second Language Learning; Spanish; *Teaching Methods; Worksheets
IDENTIFIERS- Integrated Organized Approach (Language Teaching)

This resource guide is designed to provide foreign language teachers with suggestions for helping ineffective students learn how to become better language learners and for already effective students to become superior language learners. The four chapters of the guide for teaching reading skills are as follows: (1) Teaching Learning Strategies (e.g., rationale, kinds, guidelines, and specific strategies such as directed attention, self-monitoring, repetition, note-taking, and translation); (2) Learning to Comprehend Text (e.g., explanation of reading comprehension); (3) The Building Blocks of a Proficiency-Based Reading Program (e.g., authentic texts, levels of difficulty, reading tasks); and (4) Learning Strategy Instruction for Reading in the L2: Lesson Plans and Possible Scripts (e.g., inferencing using cognates, using background knowledge, reviewing, scanning, and predicting). Twelve appendices making up three-quarters of the document are included that provide a variety of reading and practice worksheets in French and Spanish. Contains 25 references. (LB)

ED 343 439 FL 020 290

Chamot, Anna Uhl; And Others
Learning Strategy Instruction in the Foreign Language Classroom: Speaking.
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- Jul 90
NOTE- 224p.; For related documents, see FL 020 289-292.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Techniques; *Communicative Competence (Languages); French; Higher Education; High Schools; Instructional Materials; Language Acquisition; *Language Proficiency; *Learning Strategies; *Lesson Plans; *Oral Language; Russian; Second Language Instruction; Second Language Learning; Spanish; Teaching Methods; Verbal Ability; Worksheets
IDENTIFIERS- Integrated Organized Approach (Language Teaching)

This resource guide is designed to provide foreign language teachers with suggestions for helping students become better language learners. The four chapters of the guide for teaching speaking skills are as follows: (1) Teaching Learning Strategies (e.g., rationale for teaching, types, useful strategies, guidelines, instructional sequence, and specific strategies such as directed attention, self-monitoring, repetition, note-taking, and translation); (2) Learning to Speak and Communicate (e.g., how and why, instructional guidelines, how to begin); (3) Lessons Plans for Learning Strategy Instruction (e.g., introducing speaking tips, instructor role, unpredictability, student goals and expectations, and specific lesson plans); and (4) An Integrated Strategy Approach to Language Teaching (dialogues and narratives, and cultural points). Lesson plans include the following: types of native language speaking, registers, speaking functions, directed and selective attention, repeating, memorizing, developing recall ability, using appropriate expressions, substitution, self-monitoring, questioning, and some integrated proficiency-oriented speaking activities. An appendix provides examples of macro-tasks, and nine worksheets cover such topics as typical scripts for different speaking situations, recall, fillers to sound more like a native speaker, and questions. Contains 14 references. (LB)

ED 343 440 FL 020 291

Chamot, Anna Uhl; And Others
Learning Strategy Instruction in the Foreign Language Classroom: Writing.
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- Jul 90
NOTE- 193p.; For related documents, see FL 020 289-292.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Techniques; French; Guidelines; Higher Education; High Schools; Instructional Materials; *Learning Strategies; *Lesson Plans; Russian; *Second Language Instruction; Second Language Learning; Spanish; *Teaching Methods; *Writing Instruction; Writing Skills
IDENTIFIERS- Integrated Organized Approach (Language Teaching)

This resource guide is designed to provide foreign language teachers with suggestions for helping students learn how to become better language learners. The five chapters of the guide for teaching writing skills are as follows: (1) Teaching Learning Strategies (e.g., rationale for teaching, types, useful strategies, guidelines, instructional sequence, and specific learning strategies such as directed attention, self-monitoring, repetition, note-taking, inferencing, and translation); (2) Learning to Compose Written Text (e.g., how writers write, guidelines for writing instruction, and how to begin); (3) Lessons Plans for Core Strategy Instruction (e.g., preparing discussions, initial strategy instruction, practice); (4) Additional Writing Strategies (e.g., questioning for clarification, organizing, adopting a clever perspective, monitoring, elaboration, and evaluating ideas and organization); and (5) An Integrated Strategy Approach to Language Teaching (dialogues and narratives, and cultural points). Appendices include the following: some suggestions for teaching the Russian alphabet, topics for writing, and worksheets in Spanish and Russian. Twenty-one exhibits and worksheets are included that cover such areas as planning, developing second language thinking, substitution, composing and revising, a revising checklist, questioning for clarification, sticking to the topic, and evaluating the expression of ideas. Contains 13 references. (LB)

ED 343 441 FL 020 292

Chamot, Anna Uhl; And Others
Learning Strategy Instruction in the Foreign Language Classroom: Listening.
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- Jul 90
NOTE- 151p.; For related documents, see FL 020 289-291.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Techniques; French; Guidelines; Higher Education; High Schools; Instructional Materials; *Learning Strategies; Lesson Plans; Listening Comprehension; *Listening Skills; Russian; *Second Language Instruction; Second Language Learning; Spanish; *Teaching Methods; Worksheets
IDENTIFIERS- Integrated Organized Approach (Language Teaching)

This resource guide is designed to provide foreign language teachers with suggestions for helping students learn how to become better language learners. The four chapters of the guide for teaching listening skills are as follows: (1) Teaching Learning Strategies (e.g., rationale for teaching, types, useful strategies, guidelines, instructional sequence, and specific learning strategies such as directed attention, self-monitoring, repetition, note-taking, inferencing, and translation); (2) Learning to Listen (e.g., what listening comprehension is, guidelines for listening instruction, and how to begin); (3) Lessons Plans for Listening Strategy Instruction (e.g., preparing discussions, initial strategy instruction, practice, additional listening tips, and real world listening); and (4) An Integrated Strategy Approach to Language Teaching (dialogues and narratives, and cultural points). An appendix provides guidelines for developing student worksheets for listening strategy practice. Sixteen exhibits and worksheets are included that cover such areas as what is involved in listening, examples of listening situations where selective attention is useful, listening comprehension exercises, a map of South America, and questioning techniques. Examples are in Spanish. Contains 13 references. (LB)

ED 343 442 FL 020 293

Kenyon, Dorry Mann; Stansfield, Charles W.
Examining the Validity of a Scale Used in a Performance Assessment from Many Angles Using the Many-Faceted Rasch Model.
PUB DATE- Apr 92
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (73rd, San Francisco, CA, April 20-24, 1992). For a related document, see FL 020 294.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Computer Software; Elementary Secondary Education; Guidelines; *Language Proficiency; *Language Tests; Models; *Oral Language; *Rating Scales; Second Language Learning; Speech Skills; Surveys; *Test Validity; Verbal Ability
IDENTIFIERS- *American Council on the Teaching of Foreign Langs; *Rasch Model; Texas Oral Proficiency Test

An attempt is made is this paper to examine the validity of the American Council on the Teaching of Foreign Languages (ACTFL) scale through a comparison of the scaling of speaking tasks and speech performances by the scale and by a Rasch analysis of judgments made by "naive" persons. The results of the multi-faceted Rasch analysis seem to support the use of the scale in assessing developing second language proficiency. The unifying element was the underlying ACTFL scale. The results indicate a tendency towards convergence of the judgments made by "naive" judges across three different groups, made during separate phases of the test development project, made on different aspects of the project, and made using different methods of indicating decisions with the ACTFL scale. It is concluded that the use of the ACTFL Proficiency Guidelines is justified for developing performance-based assessments of speaking ability. Documentation is presented in 10 tables, and appendices provide: (1) the Structure of the Texas Oral Proficiency Test (TOPT)--Spanish; and (2) the TOPT Bilingual Education Teachers Job-Relatedness Survey. Contains 16 references. (LB)

Kenyon, Dorry Mann; Stansfield, Charles W.
Extending a Scale of Language Proficiency Using Concurrent
Calibration and the Rasch Model.
PUB DATE- Apr 92
NOTE- 26p.; Paper presented at the Annual Meeting of the American
Educational Research Association (73rd, San Francisco, CA,
April 20-24, 1992). For a related document, see FL 020 293.

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chinese; *Comparative Analysis; *Computer Software;
*Language Proficiency; Language Research; *Language Tests;
Listening Comprehension; Metalinguistics; Models; Reading
Comprehension; Second Language Learning; *Test Validity
IDENTIFIERS- BIGSTEPS Computer Program; *Rasch Model

The ability of the Rasch model computer program BIGSTEPS to perform concurrent calibration and differences in the outcomes between vertical equating using a common item anchoring method and a common item concurrent calibration method was examined. The data for the investigation came from two Chinese language tests that researchers wished to equate: the extant Chinese Proficiency Test developed in 1984, and a new, lower-level version called the Preliminary Chinese Proficiency Test developed in 1991. Both tests are designed to evaluate the level of general proficiency in Chinese listening and reading comprehension attained by Americans and other English-speaking learners of Chinese. This paper demonstrates the ability of BIGSTEPS to vertically equate a scale of Chinese language proficiency using a concurrent calibration method. In studies on all the items based on the test data, only very minor differences were found between the item difficulty logit values produced by the two methods and those produced when no equating was involved. However, in studies involving only the common items, the concurrent calibration method was found to have a beneficial effect on the calibration of the common items. Users of BIGSTEPS are encouraged to employ the concurrent calibration method in test equating. Contains 4 references. (LB)

ED 343 444 FL 020 297

Christian, Donna; Mahrer, Cindy
Two-Way Bilingual Programs in the United States, 1991-1992.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 298p.; For an earlier directory (1987), see ED 291 241.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Bilingual Education Programs; Bilingual Instructional Materials; Elementary Secondary Education; English (Second Language); Immersion Programs; Intercultural Programs; *Language of Instruction; National Surveys; Native Language Instruction; Program Descriptions; Public Schools; School Districts; *Second Language Learning
IDENTIFIERS- California; Colorado; Connecticut; District of Columbia; Florida; Illinois; Massachusetts; New York; Oregon; Pennsylvania; Texas; Virginia; Wisconsin

The information on two-way bilingual programs presented in this volume was gathered as the first phase of a study for the National Center for Research on Cultural Diversity and Second Language Learning. Two-way bilingual programs integrate language minority and language majority students and provide instruction in and through two languages. This volume updates and expands upon information identified by Lindholm in 1987. Profiles of 76 programs are provided, representing 124 schools in 13 states. The entries reflect the wide variability in descriptions of the implementation of two-way bilingual education, including two-way bilingual, developmental bilingual, bilingual immersion, double immersion, interlocking, and dual language programs. The contents of this volume are as follows: introductory narrative; list of programs by state; program descriptions by state (California, Colorado, Connecticut, District of Columbia, Florida, Illinois, Massachusetts, New York, Oregon, Pennsylvania, Texas, Virginia, and Wisconsin); index of programs by schools and school districts; and a list of abbreviations used. (LB)

ED 343 445 FL 020 302

Paulsell, Patricia R.

Teaching the Grammar and Syntax of Business German: Problems and Practical Suggestions. Innovative Strategies and Exercises for Computer-Aided Instruction: Word Order Variation.

PUB DATE- 4 Apr 91
NOTE- 21p.; Paper presented at the Annual Eastern Michigan University Conference on Language and Communication for World Business and the Professions (10th, Ypsilanti, MI, April 4, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; College Second Language Programs; Computer Assisted Instruction; *Computer Software; Economics; Foreign Countries; *German; *Grammar; Higher Education; International Communication; Second Language Learning; *Sentence Structure; *Syntax; Vocabulary
IDENTIFIERS- Germany

A computer program is described that is a substack of the "Business German" HyperCard program previously developed by Paulsell and designed as a tutorial to be used with materials for a business German course on the third year college level. The program consists of six stacks, a central one providing graphics-based information on Germany as an industrial nation and world trade partners, and five substacks that give additional information and exercises for each of the card topics in the central stack. This paper reports on the relatively sophisticated grammar/syntax stack, which focuses on sentence element variation in formal written German with particular emphasis on the language of business and economics. Twenty-nine computer screen illustrations provide details of the program's three levels of difficulty: (1) introduction and position of subject and finite verb in simple sentences; (2) word order variations in complex sentences; and (3) use of word order variation. (LB)

ED 343 446 FL 020 303

Scott, James Calvert

Unions between Foreign Language and Business: British Patterns.

PUB DATE- 4 Apr 91
NOTE- 25p.; Paper presented at the Annual Eastern Michigan University Conference on Language and Communication for World Business and the Professions (10th, Ypsilanti, MI, April 4, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; *Business Communication; *College Second Language Programs; Foreign Countries; French; German; Higher Education; *Interdisciplinary Approach; *International Communication; Italian; Majors (Students); Program Descriptions; Russian; *Second Language Learning; Spanish; Trend Analysis
IDENTIFIERS- *Great Britain

Traditional British attitudes toward foreigners, which are now being challenged by current economic realities, and the increasing internationalization of British business, which magnifies the need for employees to communicate effectively with people from other countries and cultures, are discussed. A brief overview is provided that covers recent trends in degree course offerings, compulsory and optional foreign language study, and study availability. Comparative data are reported from the 1989 publication, "Degree Course Guides," regarding the balance and content of courses offered primarily by universities and polytechnics. The preponderance of courses in business, management, and accountancy is noted, as is the increasing number of students who are combining those fields with foreign language study, particularly French, German, Spanish, Russian, and Italian. Further discussion focuses on the varying levels of interaction between foreign language and business study, ranging from low-level to high-level integration. Examples of such programs in Great Britain are cited. It is concluded that there are now widespread opportunities for British first-degree seekers in business, management, and accountancy to include foreign language study in their coursework, especially if they are interested in developing business foreign language competencies in major Western European languages. Contains 14 references. (LB)

ED 343 447 FL 020 304

Campbell, Russell N.

Integration of the MBA and Foreign Languages for Business and Economics.

PUB DATE- 4 Apr 91

NOTE- 17p.; Paper presented at the Annual Eastern Michigan University Conference on Language and Communication for World Business and the Professions (10th, Ypsilanti, MI, April 4, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Business; *Business Administration Education; Chinese; *College Second Language Programs; *Economics; Educational Objectives; Foreign Countries; Graduate Study; Higher Education; *Interdisciplinary Approach; Language Proficiency; *Masters Programs; Program Evaluation; *Second Language Learning; Seminars; Spanish; Study Abroad

IDENTIFIERS- China; Mexico; University of California Los Angeles

A foreign language curriculum is described that was designed especially for students enrolled in a master's in business education program at the University of California, Los Angeles (UCLA). The program's goals are for students: (1) to attain a high-intermediate level of proficiency in speaking, listening, and reading in the target language; and (2) to gain deep and broad knowledge of the socio-cultural behavior of speakers of the target language, especially as it relates to the world of business and economics. The basic curriculum of the 2-year program implemented for teaching Chinese and Spanish to two cohorts of students is described. The curriculum includes intensive courses at a host institution abroad, seminars at UCLA, internships in business establishments in the host countries (China and Mexico), course work in a host country university, and seminars in the target language and adjunct courses at UCLA. Each segment of the curriculum is described, followed by information on admissions, costs, and preliminary evaluation. It is noted that in spite of difficulties in testing the validity of the model due to the large number of deviations, extensive information test data suggest substantial gains in target language proficiency for all participants. (LB)

ED 343 448 FL 800 283

Volunteer Voice, Volume VIII. Tacoma Community House Training Project.

SPONS. AGENCY- Washington State Div. of Refugee Assistance, Olympia.

PUB DATE- 91

NOTE- 45p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Serials (022),Reference Materials - Bibliographies (131)

DESCRIPTORS- Annotated Bibliographies; Class Activities; *Cultural Awareness; *English (Second Language); Guidelines; *Immigrants; Literacy; Refugees; *Second Language Instruction; Story Telling; Teaching Methods; *Volunteers

This document consists of the five issues of "Volunteer Voice," the newsletter of a Tacoma, Washington, English-as-a-Second-Language (ESL) training project, issued as volume VIII, during the period June 1990-February 1991. The first issue provides a bibliography of recommended books for ESL tutors and teachers on the following topics: general literacy, comprehensive texts, pronunciation guides, audiovisual aids, cultural information, vocational ESL, and language learning and teaching methods. The second issue reports upcoming literacy conferences and also provides a "Draw the Pictures" activity, a Vietnamese folktale, and an activity from a refugee concerns workshop. Storytelling activities and physical, oral, and written exercises from the Refugee Women's Alliance are given in the third and fourth issues. The focus in issue 5 is on volunteers moving into professional fields. Teaching suggestions for using news items, handling homework, and role playing are also offered. Each issue contains illustrations and lists of resource materials. (LB)

ED 343 449 FL 800 348

Klassen, Cecil
Language and Literacy Learning: The Adult Immigrant's Account.
PUB DATE- 87
NOTE- 250p.; Master's Thesis, University of Toronto.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Educationally Disadvantaged; Foreign Countries; Illiteracy; *Immigrants; *Language Skills; Latin Americans; Limited English Speaking; Linguistic Theory; *Literacy Education; *Sociolinguistics; Spanish; *Written Language
IDENTIFIERS- Canada

An approach based on sociolinguistic theory is reported that was devised to describe the way written language operates in the different domains that make up the everyday lives of a given group of people. The approach involves the practices that the people use to deal with written language, and the perceptions (uses, beliefs, attitudes) they have toward the written language they encounter from domain to domain. The focus of this study is on one group, low-education Hispanic adults in Toronto. It is assumed that daily language use realities in both the dominant and the minority language provide essential information for language policy and curriculum related decisions for adult basic education programs that cater to minority language groups. The findings suggest that low-education Hispanic adults do have uses for literacy in both Spanish and English and that those uses help them manage the various domains they encounter on a daily basis. The domain that particularly excludes them because of their lack of Spanish schooled literacy skills is the English-as-a-Second-Language classroom. Difficulty learning English and then acquiring training for credentialling leads to exclusion as well as from good employment situations regardless of work experience. Other domains such as bureaucracies, the home, transportation around the city, and shopping, are usually managed effectively by low-education Hispanics by a variety of strategies that operate primarily in Spanish. Contains approximately 75 references. (LB)

ED 343 450 FL 800 425

Darville, Richard
Collaboration in Workplace Literacy: The Vancouver Municipal Workplace Language Training Program.
PUB DATE- 91
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *English (Second Language); *Equal Opportunities (Jobs); Foreign Countries; *Government Employees; *Literacy; Needs Assessment; Program Development; Program Implementation; Unions; *Urban Areas
IDENTIFIERS- British Columbia (Vancouver); *Workplace Literacy

Ways that workplace literacy programs can be made to work and the circumstances or forces that promote or hinder them are discussed, based on experiences in Vancouver, British Columbia, where 26 percent of the population is minority and 20 percent of the 8,000 city employees speak English as a Second Language. The story documented in this report is drawn from information from the equal employment opportunities (EEO) officer and the chief teacher in the Municipal Workplace Language Training Program. The city's model workplace literacy program fits into the Vancouver EEO mandate. The needs assessment, recruitment, and program implementation processes are described. The successful collaboration with the Canadian Union of Public Employees is also discussed. Contains 5 references. (LB)

ED 343 451 FL 800 432

Sridhar, Kamal K.
Language and Literacy: The Case of India.
PUB DATE- 91
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Cultural Pluralism; Developing Nations; Dialects; Foreign Countries; *Illiteracy; *Literacy Education; Minority Groups; *Multilingualism; *National Programs; Non Roman Scripts; *Official Languages; Unwritten Languages; Written Language
IDENTIFIERS- *India

Language and literacy issues in India are reviewed in terms of background, steps taken to combat illiteracy, and some problems associated with literacy. The following facts are noted: India has 106 languages spoken by more than 685 million people, there are several minor script systems, a major language has different dialects, a language may use different scripts, several languages have varieties due to caste or religion, and many minor languages do not have a script. More than 63 percent of the total population is illiterate, especially among the rural population and among women. Literacy campaigns since 1937 are described and reasons for their failure are discussed including both organizational and conceptual problems. India's multilingual, multiethnic, and multicultural nature is cited as a cause of many of the problems involved in implementing successful literacy programs, since there is a conflict regarding the medium of literacy instruction. Examples are cited, however, of some minority groups that are demanding to receive literacy in the dominant state language. It is concluded that more information on reading research, ways to facilitate communicative competence, and data collection are needed. Contains 9 references. (LB)

ED 343 452 FL 800 440

Literacy Works, Volume 1, 1990.
PUB DATE- 90
NOTE- 97p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Canada Natives; *Computer Assisted Instruction; Foreign Countries; *Literacy Education; *Reading Instruction; Student Writing Models; *Writing Instruction
IDENTIFIERS- *Aboriginal People; Canada; Saskatchewan Literacy Network; *Workplace Literacy

This document consists of the first four issues (Volume 1) of "Literacy Works," a newsletter of the Saskatchewan Literacy Network. The premier issue reports on the board, staff, and historical perspective of the network, and also contains a brief article on education for the workplace, a review of "Writing to Read" by Martin and Friedberg, and samples of student writing. Issues 2, 3, and 4 are theme issues that also contain regional news, lists of resources, and samples of student writing. Issue 2 focuses on computers and literacy (PALS, CAST, and PLATO); issue 3, on literacy and the workplace; and issue 4, on aboriginal literacy. (LB)

ED 343 453 FL 800 442

Quintero, Elizabeth; And Others
Project FIEL: Family Initiative for English Literacy Handbook.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 90
NOTE- 189p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility

(142),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Bilingualism; Community Colleges; Cultural Context; Curriculum Development; Demonstration Programs; *Family Programs; Guidelines; *Hispanic Americans; *Intergenerational Programs; Lesson Plans; *Literacy Education; Models; Parent Child Relationship; *Parents; Program Implementation; Questionnaires; *Reading Instruction; Social Environment; Student Evaluation; Two Year Colleges
IDENTIFIERS- Family English Literary; *Texas (El Paso)

This handbook is a description of a Title VII Family Literacy Project implemented through El Paso Community College Literacy Programs in the El Paso, Texas area. The perspective is that literacy education in culturally and linguistically diverse areas must be an evolving, developmental process. The intergenerational Family Initiative for English Literacy (FIEL) project was designed to help parents help their children. Teachers adapted a skeletal curriculum and instructional activities to meet their own teaching styles and to meet the interests and needs of the learners. This handbook first reviews the project and then reports on the following topics: instructional model; project design rationale; model implementation; curriculum evolution; recruitment; teacher development; parent groups; ongoing evaluation; final evaluation; and implications for parent involvement, bilingual classrooms, literacy development of adults and children, teachers as intellectuals, and multicultural education. Appendices include the following: sample lessons, debriefing notes, information on curriculum evaluation and changes, recruitment meeting invitations and fliers, items related to teacher development and ongoing evaluation, FIEL newsletters, fliers and evaluation forms, parent interview forms (including Spanish version), and lists of referrals. (LB)

ED 343 454 FL 800 451

Duesterbeck, Florence, Comp.; Veeman, Nayda, Comp.
Literacy Materials Produced in Saskatchewan: A Bibliography.

PUB DATE- Jun 91
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adult Reading Programs; Annotated Bibliographies; *Canada Natives; *Cree; Foreign Countries; Instructional Materials; *Literacy; *Literacy Education; Reading Instruction; Reading Teachers; Tutors; Uncommonly Taught Languages
IDENTIFIERS- *Adult New Readers; *Saskatchewan

An annotated listing of literacy materials from Saskatchewan includes items for use by new readers, tutors, and instructors. The annotations summarize the content and give the reading level of materials suitable for new readers. The bibliography consists of two sections. One covers Saskatchewan-produced titles and includes availability information; the other lists addresses of the producers or publishers of the materials. Examples of topics covered in the bibliography include the following: literacy manual; new writers' stories; Cree language activities; essay writing; teacher's guides; literacy tutor workshop manuals; picture dictionary; and a Cree language resource handbook with medical terminology. (LB)

ED 343 455 FL 800 452

Dickie, J. A.; Lewis, Marilyn
ESL Teacher Training: Worksheets for Teachers of Adult Migrants.
PUB DATE- Dec 81
NOTE- 76p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Adults; Class Activities; *English (Second Language); Foreign Countries; *Group Instruction; *Immigrants; *Instructional Materials; Language Acquisition; Language Teachers; *Second Language Instruction; *Teacher Education; Teaching Methods
IDENTIFIERS- New Zealand

Instructional materials are presented for teachers working with classes of adult migrants at technical institutes, high schools, or community centers in New Zealand. The materials are planned to be used in group training sessions, and the handbook includes suggestions for discussions, group tasks, and individual work. The handbook may be used for a week's in-service course, or the materials may be spread over a number of training sessions. An introductory chapter reviews ways in which the needs of adult migrants are being met in New Zealand (i.e., classes, individual tutoring, self-study, correspondence courses, English for special purpose classes). Subsequent chapters highlight the following topics: (1) issues that arise in teaching English as a Second Language (ESL) (teacher concerns, preferred learning styles, using a textbook, and planning work); (2) lesson content (parts of the program, structure, vocabulary, fixed phrases, and cultural content); (3) aspects of language (reading, writing, speaking and listening); and (4) teaching-learning methods (individual teacher's methods, overview, functional approach, and choosing a method). Sample instructional activities and illustrations are provided throughout the book. Contains 3 references. (LB)

ED 343 456 FL 800 457

Family Learning for Limited-English Proficient Parents and Their Pre-School Children: An Intergenerational Approach.

SPONS. AGENCY- Michigan State Dept. of Education, Lansing.
PUB DATE- 91
NOTE- 144p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Community Programs; *English (Second Language); *Family Programs; *Intergenerational Programs; Japanese; Language Skills; *Lesson Plans; *Limited English Speaking; *Literacy Education; Mothers; Preschool Children; Preschool Education; Second Language Instruction; Uncommonly Taught Languages
IDENTIFIERS- Japanese People

An intergenerational English-as-a-Second-Language (ESL) program was implemented in Plymouth, Michigan, as a result of a need in a community adult ESL program and child care center, where many adult ESL students (predominantly Japanese) had preschool children who could not adjust to the child care center. The program initially allowed for mother and child to spend a 2-hour block of time together, but that evolved into a separated hour and an hour of instruction together. The units of study focused on survival language, everyday activities, and acculturation. Community walks and field trips were included. This book consists of lesson plans for "child only" lessons, "adult only" lessons, and a group lesson with attachments for each day of the two 15-week semester class. The lessons are complete with information on objectives, materials, and activities. Two recommendations are noted: keep the intergenerational class to one semester only and place students into regular classes at the end of that semester, and limit class size to 12 families. (LB)

ED 343 457 FL 800 460

Britt, Alice Mae
Innovation in Intergenerational Learning: SER-Jobs for Progress National, Inc.'s The Family Learning Center Program.
PUB DATE- Jul 91
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Children; Computer Assisted Instruction; Day Care; Economically Disadvantaged; *Family Programs; Grandparents; *Hispanic Americans; Innovation; *Intergenerational Programs; *Literacy Education; *National Programs; Parents

SER's National Hispanic Literacy Initiative, which is implemented through a network of 51 family learning centers (FLCs) that serve economically disadvantaged adults and children, is described. The concept is based on the objective of intergenerational learning, which prescribes that parents and grandparents will desire to learn so that they may help their children learn. The FLCs include the following components: basic skills training; enriched childcare; employment/volunteer opportunities for the elderly as caregivers; opportunities for social interaction; links between Hispanic parents and public schools; literacy partnerships between employers and schools; and information about social service agencies. In addition, FLCs have three major, interrelated components: basic skills instruction and job skills training; intergenerational "smart" childcare; and advisory literacy councils. Details of the these features are offered, and the FLC record from 1987 to 1990 is reviewed. Program sponsors and endorsements are cited, followed by a report of SER's 5-year (1986-1990) strategic plan, its literacy initiative, and the rationale and objectives of the FLC program. Additional information is given on FLC staffing, program implementation, computer-assisted instructional curricula (e.g., "Writing to Read," including a Spanish language version, and the IBM-based PALS center), and the FLC program training capacity. (LB)

ED 343 458 FL 800 465

Lane, Martha A.; And Others
Family Literacy: Community and Family Life Materials. A Guide to Recent and Recommended Books.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Sep 91
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Family (Sociological Unit); Fiction; *High Interest Low Vocabulary Books;

*Intergenerational Programs; *Literacy; National Organizations; Nonfiction; Publishing Industry; Reading Instruction; Tutors
IDENTIFIERS- *Adult New Readers; *Family Literacy

Materials appropriate for family literacy programs, defined as any literacy effort that includes either children or adults or both working toward literacy in a family context, are described. The 19 books selected and annotated for this guide, all published between 1989 and 1991, meet the standard criteria for inclusion in the Free Library of Philadelphia's Reader Development Program collection; i.e., they are of interest to adults, written on the eighth grade level or below, available in paperback, and low-cost. If fiction, they contain well-drawn characters, universal themes, and people from different backgrounds; if non-fiction, they contain accurate, timely, and necessary information. The books are divided into three topics: the family itself, the family in the community, and materials for tutors and teachers. Books are listed alphabetically by title in each section. Names and addresses of literacy organizations and publishers/distributors are appended. (LB)

ED 343 459   FL 800 466

Lane, Martha A.; And Others
Workforce Literacy: Employment and Workplace Materials. A Guide to Recent and Recommended Books.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Oct 91
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adult Literacy; Adults; Annotated Bibliographies; Fiction; *High Interest Low Vocabulary Books; Job Search Methods; *Job Skills; Job Training; National Organizations; Nonfiction; Publishing Industry; Reading Instruction; Tutors
IDENTIFIERS- *Adult New Readers; *Workplace Literacy

Materials appropriate for workforce literacy programs, defined as literacy efforts that include basic, interpersonal, and decision-making skills, are described and presented. It is noted that workforce literacy projects should include materials actually used on the job, which build on students' prior knowledge and work experience, and customize materials to meet students' particular needs. The 20 books selected and annotated for this guide, all published between 1989 and 1991, meet the standard criteria for inclusion in the Free Library of Philadelphia's Reader Development Program collection; i.e., they are of interest to adults, written on the eighth grade level or below, available in paperback, and low-cost. If fiction, they contain well-drawn characters, universal themes, and people from different backgrounds; if non-fiction, they contain accurate, timely, and necessary information. The books are divided into two topics: basic books for adult new readers (e.g., how to find a job), and books for English-as-a-Second-Language students. Books are listed alphabetically by title in each section. Names and addresses of workforce literacy organizations and publishers/distributors are appended. (LB)

Bredemus, Claudia
Technology-Based Materials for ESL Learners. Empowering Learners Project.
SPONS. AGENCY- United Way of America, Alexandria, Va.
PUB DATE- 92
NOTE- 12p.; Funding also received from the UPS Foundation.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- Adult Education; Adult Reading Programs; Basic Skills; *Computer Assisted Instruction; Computer Software; *Educational Technology; *English (Second Language); *Instructional Materials; Public Schools
IDENTIFIERS- *Minnesota (Saint Paul)

Lists of resources are presented that were developed as part of the Empowering Learners Project (ELP), a collaboration of five United Way agencies in the St. Paul, Minnesota area. One of the goals of the project and its Technology for Literacy Center was to identify computer software and other media materials that would support the acquisition of basic skills and familiarize adult learners with new technologies. The items, including English-as-a-Second-Language materials, represent learner needs identified by the ELP agencies. The list of technology-based materials includes the material/product title and information

on vendors, type of media, hardware required, and one-to-three word description of content. A list of vendor sources is also provided. The following agencies were part of the project: Chicanos Latinos Unidos en Servico, Guadalupe Area Project, International Institute of Minnesota, Labor Resource Center, and Lao Family Community. The Technology for Literacy Center is a program of the Community Education Department, St. Paul Public Schools. (LB)

ED 343 461 FL 800 472

Rado, Marta; Foster, Lois
Multiple Perspectives on Adult Biliteracy.
PUB DATE- Jan 92
NOTE- 27p.; Paper presented at the ACTA-VATME National Conference (Melbourne, Victoria, Australia, January 13-17, 1992). Appendix 1 (2 pages) contains light, broken dot-matrix print which may not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Literacy; Attitude Change; *Bilingualism; Cultural Pluralism; English (Second Language); Foreign Countries; *Limited English Speaking; Program Implementation; *Public Policy; Second Language Learning; *Social Problems
IDENTIFIERS- *Australia; *Biliteracy

In the context of multicultural Australia, bilingual education has generally become a viable educational option for all school age students, but there is less interest in developing bilingual skills in adults with a non-English speaking background (NESB). This paper arises out of a 1991 research study on "The Literacy Needs of NESB Women." One focus of the paper is to identify the position on adult biliteracy taken by key parties in the adult literacy and basic education field, including the industry training board, private employers, non-government organizations, and the government. A second focus is to explore the arguments in favor of developing the biliteracy of NESB adults and of promoting positive attitudes towards biliteracy among those directly concerned, such as students, teachers, administrators, and politicians. Strategies for implementing literacy programs for adults are discussed. It is concluded that biliteracy has not attained a high profile and that first- and second-language literacy are interrelated dimensions of literacy for Australia's NESB population. Contains 44 references. (LB)

ED 343 462 FL 800 473

Huss, Susan; And Others
Using Computers with Adult ESL Literacy Learners. ERIC Digest.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 90
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; *Adult Students; Authoring Aids (Programing); *Computer Assisted Instruction; Computer Software; *English (Second Language); Interpersonal Competence; Language Acquisition; *Literacy Education; Word Processing; Writing Instruction

IDENTIFIERS- ERIC Digests

An overview is presented of the ways in which various types of computer software and instructional strategies can be used effectively with English-as-a-Second-Language (ESL) adult literacy learners. Computer use in language and literacy development in general is first reviewed. It is then noted that in spite of the progress made in hardware and software development and toward integrating computers into adult ESL language and literacy instruction, the effectiveness of computer assisted instruction (CAI) is still largely dependent on the ability of instructors to choose, adapt, and use computer programs effectively. Some of the problems are discussed, such as the lack of instructional approaches for developing both language and literacy skills simultaneously. Instructors are advised to use software that allows them to alter the content vis an authoring or editing option in the software package, or to design activities within a larger framework. The use of word processors and collaborative writing is also considered. CAI is concluded to be an effective experience for adult ESL literacy learners and their instructors, especially when it is used to facilitate interpersonal communication as well as language and literacy skills development. Contains 18 references. (LB)

ED 343 463 HE 023 265

Emery, Mary E.
The Partnerships Project: Linking Educational Opportunity and Community Development To Revitalize Rural Communities into Global Villages. Final Report.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 90
NOTE- 61p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. Appendices may not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Development; Dropouts; Higher Education; Models; *Nontraditional Students; Outreach Programs; Program Descriptions; Rural Areas; *Rural Development; Rural Economics; Rural Education; *Rural Extension; Rural Population; Rural Schools; *School Community Relationship; School Holding Power; State Colleges
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Idaho; Lewis Clark State College ID; *Partnerships in Education

Lewis-Clark State College, Idaho, developed a model program, Partnerships Project, designed to provide rural community residents with access to higher education and to assist communities in increasing their local capacity for development. In pursuing these objectives, the program helped to change the nature of the postsecondary undertaking in northern Idaho. During the course of the project outreach operations and classes were established in eight communities with over 100 classes provided to rural learners and 500 learners taking advantage of a program component designed to assist those wishing to re-enter educational or job-related programs. This "educational triage" was successful and used a single point of entry to guide rural learners through a self-evaluation and goal setting process. The project also offered a response to rural decline through programs and consulting that assisted communities in recognizing their own capacity for change and in planning to facilitate that change. An effort was made over all to integrate outreach students, non-traditional students, and others into the institution's one system thereby precluding a lower status for non-traditional participants. An appendix comprising half the document contains a copy of the program evaluation report. (JB)

ED 343 464 HE 024 730

Dockrell, W. B.; And Others
Evaluation Procedures Used To Measure the Efficiency of Higher Education Systems and Institutions. New Papers on Higher Education: Studies and Research.
PUB DATE- 90
NOTE- 159p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Outcomes Assessment; Comparative Analysis; Comparative Education; Cultural Influences; Economic Impact; *Educational Assessment; *Efficiency; *Evaluation Methods; Evaluation Research; Foreign Countries; *Higher Education; *Institutional Evaluation; Self Evaluation (Groups); Social Influences
IDENTIFIERS- Colombia; Jordan; Malaysia; Netherlands; Nigeria

This study of higher education efficiency evaluation consists of five country reports from five different regions of the world: Colombia, Jordan, Malaysia, the Netherlands, and Nigeria. The reports describe the approaches to the evaluation process in each country and in the process highlight common concerns and awareness. The studies were all commissioned by the United Nations Educational, Scientific, and Cultural Organization and provide an overview of the various evaluation procedures, mechanisms and instruments currently in force in the selected countries which are intended to measure the efficiency of systems and institutions of higher education in relation to their specific economic, social and cultural roles. Each report presents one of the studies and proceeds by describing the general evaluation philosophy and methodology, the procedures at the national level and procedures in a representative sample of institutions with a conclusion analyzing the efficiency of the mechanisms at various levels. The book's concluding chapter provides an analysis of all the studies taken together. That chapter points out the striking diversity among higher education systems while arguing that the commonalities are also significant. This analysis touches on national systems, the institutions, and presents seven proposals for a future, more focused study. (JB)

ED 343 465 HE 025 295

Johnson, David W.; And Others
Cooperative Learning: Increasing College Faculty Instructional Productivity. ASHE-ERIC Higher Education Report No. 4, 1991.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 168p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC

Information Analysis Products (071),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Faculty; College Instruction; Competition; *Cooperative Learning; Cooperative Planning; Group Activities; Group Discussion; Group Dynamics; *Grouping (Instructional Purposes); Higher Education; Interpersonal Relationship; Learning Activities; Learning Strategies; Peer Teaching; *Productivity; Prosocial Behavior; Self Directed Groups; Social Behavior; Social Integration; Socialization; Student Participation; Team Teaching; Teamwork; Trust (Psychology)

This monograph explores the current use in higher education of cooperative learning, the instructional use of small groups so that students work together to maximize their own and each other's learning. The opening section sets out to define cooperative learning, and to look at the history of the technique, its basic elements, types of cooperative learning groups, and implications for faculty functioning and the educational institution overall. The next section discusses the five basic elements of cooperative learning: (1) positive interdependence; (2) face-to-face promotive interaction; (3) individual accountability and personal responsibility; (4) frequent use of interpersonal and small group social skills; and (5) frequent, regular group processing of current functioning. The following section reviews the research validating the effectiveness of cooperative learning in college classrooms including research on social interdependence, patterns of interaction, and learning outcomes. The next three sections focus on the instructor's role in using formal cooperative learning groups, informal cooperative learning groups, and cooperative base groups under the titles "The Instructor's Role in Cooperative Learning," "The Cooperative Lecture," and "Base Groups." The next section examines cooperation among faculty. A concluding section describes two typical cooperative learning class sessions and speculates on the impact this method will have in the future. (177 references) (JB)

ED 343 466 HE 025 314

Heiberger, Mary Morris; Vick, Julia Miller
The Academic Job Search Handbook.
PUB DATE- 92
NOTE- 175p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Planning; Degrees (Academic); Employment; Employment Experience; Employment Interviews; Employment Opportunities; Employment Qualifications; Graduate Students; Higher Education; *Job Applicants; Job Application; *Job Search Methods; Labor Market; Letters (Correspondence); *Occupational Information; Portfolios (Background Materials); Resumes (Personal); Vocational Adjustment

This book is designed for new doctorates and junior faculty as a complete guide to the academic job search process. The volume opens with an overview of academic careers and institutional structures with pointers and information on how institutions may view and conduct hiring. It then proceeds step-by-step through the application process beginning with planning and timing the search including timetables, deciding when and where to apply, the role of advisors and professional networks, conference presentations, letters of recommendations and hearing about openings. A section on written materials discusses responding to announcements, vitas (what to include, tailoring to the audience, layout), other application materials, and cover letters. Included here are samples of actual vitas, pointers on cover letters, and sample cover letters. A section on the search itself covers interviewing in several contexts, job offers and how to negotiate them, as well as acceptances and other considerations. A final section treats issues that arise after taking a new position: getting started, tenure, and changing jobs. Two appendixes include national job listing sources, scholarly and professional associations, and 12 additional readings. An index is included. (JB)

ED 343 467 HE 025 330

Hendrickson, Robert M.

The Colleges, Their Constituencies and the Courts. NOLPE Monograph/Book Series, No. 43.

PUB DATE- 91

NOTE- 167p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Civil Rights Legislation; Compliance (Legal); *Court Doctrine; Court Litigation; *Court Role; Educational Legislation; *Faculty College Relationship; Federal Courts; Federal Legislation; *Government School Relationship; *Higher Education; Labor Legislation; Legal Problems; Legal Responsibility; School Community Relationship; State Courts; State Legislation; *Student College Relationship

IDENTIFIERS- Civil Rights Act 1964; Civil Rights Act 1964 Title VII

This book defines the relationship between higher education corporations and their various constituencies: federal, state and local governments; employees; and students. The first chapter, "Higher Education Law," details the legal background. The second chapter, "Intergovernmental Relations," discusses litigation which defined the nature of the relationships between branches of government and among levels of government. The third chapter, "Faculty Employment Issues," reviews the case law and legal issues for employee actions surrounding tenure review, contract renewal and related issues as well as issues surrounding employee speech rights. The fourth chapter, "The Quest for Equity in Employment in Higher Education," treats the federal legislation that has molded current practice in this area. Chapter 5, "Collective Bargaining in Higher Education," treats organization, negotiation, grievance, binding arbitration, and the First Amendment's role. The sixth chapter, "Student-Institutional Relationships," examines admission (racial, gender and handicapped discrimination), economic access, constitutional rights, and implications for administration. Chapter 7, "The Student-Institutional Relationship and Liability," explores the contractual relationship, the fiduciary relationship and other liabilities. Also included is a table of significant cases, an index and over 100 references. (JB)

ED 343 468 HE 025 331

Fishwick, W., Ed.

Innovative Methods in Technological Education. Studies in Engineering Education 13.
PUB DATE- 89
NOTE- 182p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - General (140)
DESCRIPTORS- Computer Assisted Instruction; Computer Networks; Computer Software; *Computer Uses in Education; Continuing Education; *Developing Nations; Distance Education; *Educational Innovation; *Engineering; *Engineering Education; Engineers; Foreign Countries; Higher Education; Laboratory Training; Science Laboratories
IDENTIFIERS- Hong Kong; PLATO

This book presents 16 papers on problems and innovations in postsecondary engineering education. An introduction discusses the major issues currently facing engineering education. Chapter 2 briefly reviews the papers which are grouped under topics. Three of thee papers comment on teaching non-technical matters and attitudes. Two papers point out new impacts of computers on education: information access and control and the intelligent use of computers for enhanced learning. On laboratory work and projects, two papers describe the organization of laboratories and practical work in the Hong Kong City Polytechnic. Another proposes basing an engineering degree completely on project work. Three papers on educational software use in developing countries report on the difficulties in teaching engineering students mostly from non-industrialized societies in a second language (English). A section on distance education involving computers and a communication system describes the use of one program and the difficulties of developing countries in this area. Two papers present examples of new universities: an open university in India and the internationalization of education in Europe. A paper on continuing education describes its importance in developing countries. Most papers include references. (JB)

ED 343 469 HE 025 332

Gardner, John N., Ed.; Jewler, A. Jerome, Ed.
Your College Experience: Strategies for Success. The Freshman Year Experience Series.
PUB DATE- 92
NOTE- 420p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Academic Advising; Cognitive Style; *College Freshmen; Educational Objectives; Females; General Education; Health; Higher Education; Individual Development; Interpersonal Competence; Library Skills; Minority Groups; Nontraditional Students; Seminars; Social Values; *Student Development; *Study Skills; Teacher Student Relationship; Test Wiseness; Time Management; Writing Skills

This textbook is designed to prepare college freshmen for their undergraduate career. Organized in 15 chapters the course introduces basic academic and study skills as well as suggestions for thinking about a career choice, and responding to the social challenges of campus life. Chapter One, "Keys to Success," discusses setting goals and the value of higher education. Chapter Two is "Time Management: The Foundation of Academic Success." Chapter Three, "Learning Styles," helps the student identify the many ways that learning can take place.

Chapter Four, "Listening and Learning in the Classroom," reviews key skills for course success. Chapter Five, "A Sound Approach to Textbooks," reviews effective reading and study. Chapter Six, "Making the Grade," treats test-taking. Chapter Seven, "Professor and Student: Partners in Learning," discusses the importance of a personal connection. Chapter Eight, "An Information Age Introduction to the Library," discusses how to deal with information problems. Chapter Nine, "Writing for Success," shows how to ease into the role of writer. Chapter Ten, "The Liberal Arts and Critical Thinking," explains the role and importance of the liberal arts. Chapter Eleven, "Major, Career, and Academic Advisors," helps the student begin to plan ahead. Chapter Twelve, "The New Diversity," discusses women, minorities and the nontraditional student. Chapter Thirteen, "A Personal System of Values," defines values and looks at ways to discover them. Chapter Fourteen, "Person to Person," discusses assertiveness and developing relationships. Chapter Fifteen, "Wellness-More Than Just 'Okay'," covers nutrition, fitness, sexuality, alcohol and other drugs, and stress management. Additional readings are suggested for most chapters. Appendixes treat how to read a college catalog and money management (including financial aid). Also included is a glossary and an index. (JB)

ED 343 470 HE 025 333

Robbins, Rebecca L., Ed.
The NEA 1992 Almanac of Higher Education.
PUB DATE- 92
NOTE- 182p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Numerical/Quantitative Data (110),Reference Materials - General (130)
DESCRIPTORS- *College Faculty; Court Litigation; *Educational Finance; *Educational Trends; Endowment Funds; *Enrollment; Faculty Evaluation; Faculty Fellowships; Faculty Integration; Federal Aid; Federal Legislation; *Higher Education; Meetings; Minority Groups; Politics of Education; Scholarly Journals; State Aid; Teacher Attitudes
IDENTIFIERS- Higher Education Act 1965; *National Education Association; Pell Grant Program

This publication presents 1992 higher education and National Education Association (NEA) facts and statistics, updating what appeared in earlier editions and including for the first time tables from three recent studies on faculty. The book arranges information in four sections. The first, "The Academy: A Statistical Profile," covers higher education enrollments, endowments, state and federal appropriations, and current trends in the receipt of undergraduate and graduate degrees. Included here are data on faculty perceptions and new information on faculty evaluations and diversity. The second section, "Review of the Year," offers a look at educational, political, judicial, and extra-curricular developments over the past year as well as a selected listing of new publications in the area of higher education. The third section, "Resources and References," lists forthcoming academic meetings, higher education journals and reference aids, and fellowship sources for higher education faculty. The final section, "NEA and Higher Education," includes an essay on the history of the association, NEA policy and advisory statements, the legislative program, the current financial crisis in higher education, and various aspects of NEA functioning (the Standing Committee on Higher Education, journal, membership and benefits, and bargaining units). (JB)

ED 343 471 HE 025 334

Bennich-Bjorkman, Li; Rothstein, Bo
A Creative University: Is It Possible?

PUB DATE- 91
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Freedom; Creative Thinking; *Creativity; Creativity Research; Foreign Countries; *Higher Education; Industrial Psychology; *Organizational Climate; Productivity; School Organization; Scientific Research; *Scientists; Social Science Research; Social Scientists
IDENTIFIERS- *Sweden

This essay examines the importance of university organization to its creative capacity, in particular how the research policies and organizational structure affect the creative capability of scientists. The argument opens by exploring possible measures of institutional success and creativity. There follows a discussion of creativity and insight in the social sciences. Some have argued that in the social sciences it is not possible to make discoveries. The essay argues to the contrary citing examples of social scientists' moments of creative insight. A further discussion looks at the place of the social sciences in the Swedish university. The nature of creativity is explored through psychological research on creativity and scientists. This section ends by noting that external evaluation may hamper creative thinking and that intrinsic motivation may be central to active creative work. Taking these observations, the essay goes on to suggest the best relationship between academic freedom, professionalism and creativity. This includes a look at how traditional universities in Sweden and Germany arose and were organized to foster creativity. Next the essay compares the Swedish university with innovative companies and concludes that, with study, the best institutional organization to foster creativity can be found. (106 endnotes) (JB)

ED 343 472 HE 025 335

Bjorklund, Stefan
Leadership and Accountability in the Republic of Scholars. Studies of Higher Education and Research.
PUB DATE- 92
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; Educational Change; Educational Finance; Educational Legislation; Federal Legislation; Foreign Countries; Governance; *Government Role; Government School Relationship; *Higher Education; Leadership; *Politics of Education; School Business Relationship
IDENTIFIERS- *Sweden

This essay explores issues of higher education leadership, accountability and relationship with outside influences in a critique of recently proposed Swedish legislation on higher education. The paper hypothesizes that the ideal is a body of professionals as independent and responsible through their own internal professional norms. The paper argues that accountability and strong internal leadership affect the governing of academia and therefore its operating norms and basic activities. The essay opens with a discussion of the relationship between the Swedish government and that country's higher education system since the late 1960s and the recently proposed legislation. It goes on to explore the relationship between funding and the internal life of higher education institutions in part through studies of various higher education institutions in other nations. A following section discusses proposed changes in the current direction through syllabuses. The role of external interests in Swedish higher education is examined as well as the theoretical basis for developing a policy on this issue. A brief discussion of market forces in Swedish higher education leads into a longer discussion of evaluation, result-oriented management, efficiency and decentralization, and key elements of the current legislation proposed for the reform of Swedish higher education. (JB)

ED 343 473 HE 025 336

Snead, Sam; Clyburn, Gay
Taking the Initiative on National Issues. AASCU Annual Report 1991.

PUB DATE- 91
NOTE- 39p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Community Development; Educational Change; Educational Finance; *Federal Legislation; Fund Raising; *Higher Education; International Education; Organizations (Groups); Politics of Education; Rural Areas; Rural Extension; School Business Relationship; School Community Relationship; *State Colleges; *State Universities; Teacher Education; Tuition; Urban Education
IDENTIFIERS- *American Association of State Colleges and Univs; Higher Education Act 1965; Servicemens Opportunity College Program

This annual report of the American Association of State Colleges and Universities (AASCU) presents statements from the leadership and papers on issues of prominent importance in the state higher education systems. Following a display of photographs of board of director members, brief greetings from the board's chair, Eugene M. Hughes, and the AASCU president, James B. Appleberry, are presented. There follows a message from the president on the prominence of education on the national agenda and the opportunities for AASCU during this time. Eleven short papers follow: (1) "Budgets Deflate, Tuitions Inflate"; (2) "A Head Start on Reauthorization"; (3) "Fostering Urban Renaissance"; (4) "Revitalizing Rural America"; (5) "Primed for Reform" (teacher education reform); (6) "Partners for Reform" (business, education collaboration); (7) "Ensuring Access and Opportunity"; (8) "Collaborating for Community Development"; (9) "Spreading the Net" (campus internationalization); (10) "Removing the Hurdles" (an AASCU partnership for military personnel: Servicemembers Opportunity Colleges) and (11) "Helping Institutions Find Funding." The balance of the document reports on a communication system newly installed at AASCU headquarters, financial status of the association, and association membership. (JB)

ED 343 474 HE 025 337

Averting Faculty Shortages; A Discussion Paper on the Canadian Academic Labour Market in the 1990s.

PUB DATE- Sep 91

NOTE- 58p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)

DESCRIPTORS- Aging in Academia; *College Faculty; *Doctoral Degrees; Employment Patterns; Engineering; Faculty Development; Faculty Recruitment; Foreign Countries; Graduate Students; *Higher Education; *Labor Market; Labor Supply; Natural Sciences; *Teacher Retirement; *Teacher Supply and Demand; Trend Analysis

IDENTIFIERS- *Canada

A study was done to lay the foundation for a rigorous analysis and assessment of the functioning of the Canadian academic labor market and to begin to explore systematically the dynamic of faculty renewal and replacement. The study used data from Statistics Canada and investigated the functioning and prospects of the Canadian academic labor market at the aggregate level of total full-time faculty. Analysis was at the "system" rather than discipline level with projections to the year 2000. The findings indicated that for the period 1990 to 2000 annual faculty requirements are projected to increase faster than the number of doctoral graduates. At the aggregate level, critical shortages will develop in selected disciplines particularly in natural sciences and engineering. Furthermore, anticipated faculty shortages in the United States could exacerbate the projected Canadian shortages by drawing Canadians to positions out of the country. The study's projections suggest that Canadian universities must maintain or increase their share of doctoral graduates, expand doctoral programs especially in the natural sciences, and reduce the number of faculty who leave academic faculties for reasons other than retirement. An appendix contains 18 tables and a bibliography lists 18 items. (JB)

ED 343 475 HE 025 338

Trends: The Canadian University in Profile. 1991 Edition.

PUB DATE- 91
NOTE- 125p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - General (140)
DESCRIPTORS- Academic Rank (Professional); Aging in Academia; Bachelors Degrees; College Faculty; Degrees (Academic); Doctoral Degrees; Educational Finance; *Educational Trends; Employment Patterns; Enrollment; Enrollment Trends; Financial Support; Foreign Countries; Full Time Faculty; Higher Education; Masters Degrees; Research; Sex Differences; *Statistical Data; Teacher Retirement; *Universities
IDENTIFIERS- *Canada

This report offers an overview of Canadian universities primarily by means of statistical data on enrollment, degrees, faculty, finance, and research. The report uses data from Statistics Canada and from the Organisation for Economic Co-Operation and Development. An introduction provides an analysis of the financial status of Canadian universities and the impact of the changes of the 1980s. The tables on enrollment provide data by level of education, registration status and sex, field and discipline, and by age and sex. The section of tables on degrees gives data on degrees granted by level and sex, by field and sex, and by field and discipline for diplomas, certificates, bachelor's degrees, master's degrees, and doctoral degrees. Data on faculty include tables on full-time faculty by major field, highest degree earned, rank, age distribution, attrition by age group, appointments, inter-institutional mobility, and new recruits. A section on finance provides statistics for government spending, expenditures on education by level, established program financing, total expenditures on university education, general operating expenditures, total university income, general operating income, and sponsored research income. A final section on research compares spending on research with various economic indicators and figures at the national and international levels. (JB)

ED 343 476 HE 025 339

Frazier, Franklin

Direct Student Loans Could Save Money and Simplify Program Administration. Statement of Franklin Frazier, Director Education and Employment Issues, Human Resources Division, before the Committee on Labor and Human Resources, United States Senate.

PUB DATE- 29 Oct 91

NOTE- 11p.; For a related document, see ED 338 185.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Educational Finance; Federal Aid; Federal Legislation; Federal Regulation; *Financial Policy; Financial Services; *Government School Relationship; Higher Education; *Money Management; *Program Administration; *Student Financial Aid; *Student Loan Programs

IDENTIFIERS- *Stafford Student Loan Program

This document reproduces the testimony on the subject of a recent General Accounting Office report on the relative federal cost of guaranteed and direct student loans in postsecondary and higher education. The comments focus on the potential federal savings associated with substituting Stafford loans with direct loans and the effect that a direct loan program could have on the administrative functions of the Department of Education and postsecondary educational institutions. Following introductory comments, the testimony addresses the administrative complexity of the Stafford loan program. The discussion goes on to look at a proposed direct loan program and how its administration would compare with the Stafford program. The testimony argues that the proposed direct loan system would be significantly simpler to administer and goes on to assert that such a program would save over one billion dollars in the first year. In addition, the argument points out, layers of oversight would be reduced and school administrative functions would be simplified. The discussion concludes by identifying related issues that still need clarification. Three figures are included. (JB)

ED 343 477 HE 025 340

Student Financial Aid: Most Supplemental Educational Opportunity Grants Are Awarded to Needy Students. Report to the Chairman, Committee on Labor and Human Resources, U.S. Senate.

PUB DATE- Jan 92
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Economically Disadvantaged; Educational Finance; *Family Financial Resources; Federal Aid; Federal Regulation; Financial Policy; Government School Relationship; Higher Education; *Program Administration; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- Pell Grant Program; *Supplemental Educational Opportunity Grants

A study was done to investigate whether Supplemental Educational Opportunity Grants (SEOG) were being awarded to students with the lowest expected family contribution (EFC). The study used data from a 1991 Department of Education study based on a sample of 25,000 undergraduate students drawn from over 1,100 postsecondary institutions across the nation. Information was also obtained from a sample of 10 public and 10 private four-year institutions that each received one million dollars or more in SEOG funds. Researchers discussed with each institution's financial aid administrator the practices they used in awarding SEOG funds. The results indicated that most SEOG funds are going to intended recipients: 86 percent of funds were awarded to students with Pell Grants. In addition, nearly 96 precent of students that received SEOGs had EFCs of under $5,000 and 48 percent had EFCs of under $1,000. However, some institutions awarded a small portion of their funds in a way that was not consistent with federal regulations. In addition, because of the method of fund distribution to institutions, the amount a student may receive may depend largely on which institution he or she attends. Appendixes contain tables and a list of contributors to the report. Included are three tables and two figures. (JB)

ED 343 478 HE 025 341

Scott, Robert A.
Developing Diversity as a Campus Strength.
PUB DATE- 10 Jan 92
NOTE- 10p.; Paper presented at the Annual Meeting of the Association of American Colleges (Washington, DC, January 1992). For a related document, see HE 025 342.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Policy; Affirmative Action; Campuses; *College Desegregation; *Cultural Pluralism; *Faculty Integration; Faculty Recruitment; Higher Education; International Education; Multicultural Education; Women Faculty
IDENTIFIERS- Diversity (Faculty); Diversity (Student); *Ramapo College of New Jersey

Ramapo College, New Jersey, actively pursues a goal of "global" diversity on campus as part of an educational experience that prepares students for an international, multicultural world. The principles for developing diversity on campus traced by Arthur are in four stages: (1) "representation," which refers to the diversity of composition of all campus constituents and emphasizes percentages related to the larger population for all underrepresented groups (as opposed to absolute numbers); (2) "support," in which special counseling, ethnic studies and related efforts support the chances of success for new populations on campus; (3) "integration," which refers to the various ways that campuses can welcome and orient previously underrepresented groups; and (4) "Multiculturalism," in which a single community is made from a multicultural mosaic. Using these principles, Ramapo College has adopted an aggressive approach to preparing students for increased diversity. The affirmative action officer position was given higher status and information on that issue was made a more frequent and routine part of reporting. Institutional commitment is a first priority followed by institutional partners from the community. This program has helped Ramapo College increase the diversity of its faculty and student enrollment. (JB)

ED 343 479 HE 025 342

Scott, Robert A.
The Trustees' Role in the Globalization of University Programs.

PUB DATE- 19 Nov 91
NOTE- 25p.; Paper presented at the Retreat of University Trustees, North Carolina Agricultural and Technical University (Greensboro, NC, November 19, 1991). For a related document, see HE 025 341.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Policy; Board Administrator Relationship; Campuses; *College Administration; *Cultural Pluralism; Governance; *Governing Boards; Higher Education; International Education; Land Grant Universities; *Multicultural Education; Policy Formation; *Trustees
IDENTIFIERS- Ramapo College of New Jersey

University trustees have an important role to play in the globalization of university programs. Global education prepares students to work in an increasingly interdependent and "multicultural" world. Institutions of higher education have 11 points of leverage that can be employed to raise the institutional priority for global education: the mission statement; the annual plan; annual reviews; annual goals and evaluations; annual budget/fundraising; staffing decisions; rewards and recognition; the trustees agenda; and accreditation self-studies. A first step in activating points of leverage is to identify and approach one or more key actors in the institutional structure. In developing a strategy, it is necessary to develop a set of principles for decision making. No matter how limited the programming is to be, assessment should be designed into it from the beginning, and assessment must be routine. At Ramapo College of New Jersey there are six broad areas of initiative with specific goals and a formal system of assessment. The six areas are professional development, curriculum development, skill development, experential learning, partnerships, and recruitment/retention. These goals, as institutional goals, are ultimately the responsibility of the board of trustees. Typically, boards fulfill their responsibilities through actions both as a full board and in committee. The trustees' role is to consider the relationship of the activity to the mission, to educational philosophy, to comparative institutional advantage, and to the efficient and effective use of resources. Included are reproductions of seven overhead transparencies used in the presentation. (JB)

ED 343 480 HE 025 343

Walker, Merle; Avioli, Paula Smith
College Students' Perceptions of Their Misuse of Alcohol.
PUB DATE- 91
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Alcohol Abuse; *College Students; Dormitories; *Drinking; Environmental Influences; Fraternities; Group Experience; Higher Education; Parent Child Relationship; Parent Influence; Public Colleges; Sex Differences; Sororities; *Student Attitudes

A study was done of college students' perceptions of their own consumption of alcohol and their perception of their alcohol-related problems. The study surveyed 92 undergraduates students from a public college in northeastern United States. The sample was limited to students between the ages of 18 and 22. Fifty-four percent were female, and 46 percent were male. Forty-nine percent were members of a fraternity or sorority. However, the majority (54 percent) lived at home; 41 percent lived in dormitories; and 5 percent lived independently. Findings indicated that membership in a fraternity or sorority was associated with both higher rates of alcohol consumption and alcohol-related problems. Students living in college dormitories had higher levels of drinking than students who lived at home. With levels of drinking controlled, students who were members of a fraternity or sorority and whose parents more often drank heavily perceived that they themselves had more alcohol related problems. Parental drinking alone did not predict level of student drinking nor did gender or age. The data supported the position that environmental and situational factors encountered during the college years play an important role in determining young adults' drinking patterns. Included are 30 references and two tables. (JB)

ED 343 481 HE 025 344

State of Alaska Student Financial Aid Programs. 1990-91 Annual Report.

PUB DATE- 27 Dec 91

NOTE- 56p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Higher Education; Loan Default; Loan Repayment; *Student Financial Aid; Student Loan Programs; Student Participation

IDENTIFIERS- *Alaska; Alaska Student Loan Program; State Educational Incentive Grant Program AK; WICHE Student Exchange Program

This report briefly summarizes Alaska student financial aid programs and participation levels for 1990-91. The programs described are the following: (1) Alaska Student Loan Program (program summary, loan award amounts, undergraduate loans, graduate loans, foreign study, loan repayments, default); (2) Alaska Family Education Loan Program (participation rates); (3) Alaska Teacher Scholarship Loan Program (program summary); (4) Paul Douglas Teacher Scholarship Loan Program (program summary); (5) A. W. "Winn" Brindle Memorial Scholarship Loan (program summary); (6) Alaska Student Loan Corporation (independent auditor's financial statement included); (7) WAMI (Washington, Alaska, Montana, Idaho) Medical Exchange Program (program summary); (8) Western Interstate Commission for Higher Education (WICHE) Student Exchange Program (exchange fields, support fees, participation rates); and the (9) State Educational Incentive Grant Program (participation rates). Included are 19 tables, 9 figures and an appendix of additional data on the Alaska Student Loan Program. (JB)

ED 343 482 HE 025 345

Bjornson, Richard, Ed.; Waldman, Marilyn R., Ed.
Rethinking Patterns of Knowledge. Papers in Comparative Studies, Vol. 6, 1988-89.
PUB DATE- 89
NOTE- 143p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Structures; Creativity; *Educational Environment; *Futures (of Society); Higher Education; Humanities Instruction; Musicians; Mythology; Sciences; Sex Differences; *Social Environment; Universities
IDENTIFIERS- Vygotsky (Lev S)

This volume presents ten papers by authors from diverse academic disciplines that challenge the acceptance of dominant patterns of knowledge in the present educational and social climate and suggest that our creativity, our capacity to comprehend complex phenomena, and the future well-being of out society depend on our willingness to embrace new patterns of knowledge. Following an introductory essay by Richard Bjornson and Marilyn Waldman, the papers are as follows: "A New Logic of Human Studies" by Frederick Turner; "Nonlinear Science and the Unfolding of a New Intellectual Vision" by Alan Beyerchen; "Beyond the Transmission of Knowledge: A Vygotskian Perspective on Creativity" by Vera John-Steiner; "Creativity as a Distributed Function" by Bruce West and Jonas Salk; "A Systems Overview of the University and Society" by Howard T. Odum; "The University and the Animal That Learns" by Paul Colinvaux; "The Wo/Man Scientist: Issues of Sex and Gender in the Pursuit of Science" by Evelyn Fox Keller; "How Can a Humanist Compare Religious Classics?" by Wendy O'Flaherty; "Creativity and the University-- A View from the Piano" by Sharon Mann-Polk, and "The Faces in the Wall" by Kate Wilhelm. (JB)

ED 343 483 HE 025 346

Restructuring Financial Aid in Virginia. A Study Conducted by the
State Council of Higher Education for Virginia.
PUB DATE- Nov 87
NOTE- 85p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; *Economically Disadvantaged; Educational Finance; Higher Education; Need Analysis (Student Financial Aid); Paying for College; *Policy Formation; Scholarship Funds; Student Costs; Student Employment; *Student Financial Aid; Student Loan Programs; Tuition; Work Study Programs
IDENTIFIERS- *Virginia

This document reports on higher education student financial aid in Virginia describing its current structure, proposing a new philosophy for its organization, and recommending steps for reform. The opening chapter proposes a new philosophy for student aid which assumes shared responsibility for cost between the student and society, consideration of families' ability to contribute to educational costs, primary state responsibility to the less financially secure, loans as a supplemental form of assistance, and aid targeted to meet the needs of different segments of society. Recommendations for implementation of such a philosophy are included. Chapter 2 provides an overview of current financial aid in Virginia noting funding trends, participation rates, federal programs, state programs, and student characteristics. Chapter 3 offers a proposal for a state tuition savings bond program after reviewing state and national plans currently being publicly discussed where parents can either pre-pay their children's future college tuition at current prices or accumulate funds for their higher education expenses. Chapter 4 describes a proposed work study program. Chapter 5 discusses ways to contain higher education costs and prices. Included are 14 tables. (JB)

ED 343 484 HE 025 347

Groff, Warren H.

Restructuring for the 90's...And Beyond. The Era of Smart Homes, Wired Communities, Fast Systems, Global Networks, and Fast Forward Learners in a Borderless World.

PUB DATE- Sep 91
NOTE- 31p.; Paper presented at the Fall Conference of the Council of North Central Community and Junior Colleges (Little Rock, AR, September 16-17, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Developing Institutions; Economic Change; Educational Change; *Futures (of Society); *Higher Education;

*Information Networks; Institutional Mission; Institutional Role; *Leadership; Leadership Qualities; *Long Range Planning; Organizational Objectives; *School Restructuring; Social Change; Sociocultural Patterns

This paper examines institutional restructuring in higher education for the 1990s and the 21st century and the leadership required for that restructuring. Following an overview and a discussion of selected pertinent demographic, social, economic, technological, and political variables, the paper focuses on the strategic importance of Mid-America to changes occurring in Eastern and Western Europe and the newly industrialized countries of the Pacific Rim. There follows a discussion of the learning enterprise in the schools and colleges of the United States. This is a prelude to a review of an agenda for the 1990s which recommends: (1) analysis of conditions of society and establishments; (2) transforming trend analyses into action plans; (3) development of leadership and human resources; and (4) emphasizing integrity within the learning enterprise. This agenda could lead, it is argued, to the creation of an infrastructure for developing world class information era learning communities. A description of such institutions covers leadership qualities and role, planning for quality technology, and the relationship of society, work and education. Also included are 43 footnotes and citations of 3 other documents. (Author/JB)

ED 343 485 HE 025 348

Read, Dennis; And Others
The Northern Illinois University Foundation, 1949-1989.
PUB DATE- 1 Feb 89
NOTE- 99p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - General (020)
DESCRIPTORS- Donors; Educational Facilities; *Fundraising; Higher Education; History; Institutional Mission; Institutional Role; Investment; *Land Acquisition; Money Management; *Organizational Change; Policy Formation; *Private Financial Support; State Universities; *Student Financial Aid
IDENTIFIERS- Northern Illinois University; *Northern Illinois University Foundation

This paper examines the history of Northern Illinois University (NIU) Foundation, established to increase facilities of the college for broader educational opportunities for and service to its students, alumni, and citizens of Illinois. Each chapter examines one of five periods in the Foundation's history: 1949-1967, 1968-1970, 1970-1973, 1974-1978, 1979-1989. Issues discussed include how student loans were made more available; the role of NIU in reaching an ever widening circle of donors in supporting the Foundation's activities, assuring continued growth of its investments, the eventual separation of the Foundation from the University, and the formation of its operating committees. Also highlighted are efforts made by the Foundation towards streamlining its organizational charter and fund-raising policies, as well as the various large property acquisitions made over the years and some of the difficulties associated with them. Contains 223 references. (GLR)

ED 343 486 HE 025 349

Blom, Nancy S.; Olsen, Tammey

Programs Offered and Programs Completed at North Dakota Institutions of Postsecondary Education: July 1, 1990-June 20, 1991.

PUB DATE- Jan 92
NOTE- 139p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Academic Achievement; Associate Degrees; Bachelors Degrees; Colleges; *Degrees (Academic); Doctoral Degrees; Fees; *Graduate Study; Higher Education; *Majors (Students); Masters Degrees; Postsecondary Education; Private Schools; Public Schools; Tuition; Two Year Colleges; *Undergraduate Study; Units of Study; Universities
IDENTIFIERS- Classification of Instructional Programs; *North Dakota

This report provides information on degree and certificate programs offered and student program completions for fiscal year 1990-91 in North Dakota's public and private postsecondary educational institutions. Institutional programs are coded in accordance with the Classification of Instructional Programs (CIP Code) system provided by the Center for Education Statistics branch of the United States Department of Education. Programs are organized by level of offering: 1- and 2-year, bachelor's, or graduate. Also included are program completions by institution per level of offering, and by field of study per level of offering in the academic years of 1981, 1990, and 1991. Additionally, a list of institutional information is presented, including the address, chief administrator, and school type; the highest level of program offerings at North Dakota Colleges and Universities; and a list of institutional charges (tuition, fees, room and board) for the 1991-92 academic year. (GLR)

ED 343 487 HE 025 350

Kellogg, Robert; Tarkow, Theodore A.

Letters Program Review in the State University System of Florida.

PUB DATE- Dec 91
NOTE- 241p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Classical Languages; Classical Literature; Educational Trends; English Curriculum; *English Instruction; *Enrollment; Graduate Study; Higher Education; Majors (Students); Required Courses; State Universities; *Teacher Salaries; Teacher Shortage; Trend Analysis; Undergraduate Study
IDENTIFIERS- *English Majors; *State University System of Florida

This review presents a 1991 evaluation of the English and Classics portions of the Letters Program in the state universities within Florida. Departmental self-evaluations and site visits by a consultant and a Board of Regents staff member discovered that in most of the nine universities the situation for English has worsened in the past five years. It was found that enrollments have increased without a proportional increase in staff. In addition, in every English department in the State University System, appreciable numbers of students who have opted for an English major, and have been accepted, have been turned away from advanced courses they want to take and need; in some universities the wait can be two and a half years. All the universities were found to have a de facto limitation of access to the courses required for the English major. Also revealed was an apparent system-wide deterioration in the funding of instructional costs relative to student enrollments in English. Faculty salaries were found to be generally low at the associate and full professor level. Recommendations include adding texts from diverse cultures to the standard canon and protecting the English major program from the heavy general education service demands put on the departments. Recommended for the three universities offering Classics studies is increased institutional cooperation including possibly either a shared program with cross enrollments or more distinct program emphasis. (GLR)

ED 343 488 HE 025 351

Scott, Robert A.

The Proper Role of the Campus CEO in Building Better State Relations.

PUB DATE- Dec 91
NOTE- 16p.; Speech given at the CASE National Conference (Indianapolis, IN, December 4, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Role; *Administrators; College Administration; *College Presidents; Communication Skills; Educational Change; *Government School Relationship; Higher Education; *Institutional Advancement; Problem Solving; Public Relations; State Government; State Universities

This report examines the problem of strained relations between State universities and the State government and addresses why this condition might exist for many schools of higher education. It suggests that the proper role of the campus Chief Executive Officer (CEO) in improving state relations, and in all other institutional relations, is as educational leader. The importance of such leadership has grown even more pressing in recent years because of the many grievances that have been filed against higher education, such as science and athletic scandals; low graduation rates; sexual, drug, and alcohol abuse; and the misuse of government grants. It is suggested that the solution to building good relations between state and school is for the school to be seen as part of the solution to society's ills, not part of the problem; fundamental reform is needed and greatly improved communication. Ten key principles are presented for working effectively with policymakers. Among these principles are the following: (1) willingness to discuss the role of higher education in society; (2) coalition building; (3) building long-term relationships; (4) being prepared to address all relevant issues, even unpleasant ones; (5) better meeting management techniques; and (6) being willing to view things from the policymaker's perspective. (GLR)

ED 343 489 HE 025 352

Margin for Excellence and Opportunity. The Impact of Private Investment on Public Colleges and Universities.

PUB DATE- 89
NOTE- 37p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Corporate Support; *Educational Finance; Fund Raising; Higher Education; Income; *Land Grant Universities; Philanthropic Foundations; *Private Financial Support; Public Schools; *State Universities; Trend Analysis; Tuition

This report discusses the trend of private funding to state universities, examines the importance of this area of financial support, and analyses the financial challenge confronting the nation's state and land-grant universities. Examples of what private investment does for the school are provided as is an argument supporting the need for continued private support of public universities. It is noted that, although state tax appropriations for higher education in fiscal 1989 represented a 5.8 percent increase over the previous fiscal year, the contributions of the states to the maintenance of the major public network of higher education are not keeping pace with the needs of the times. The gap between expenditures and revenue sources and the increasing role of voluntary support is examined, and specific observations are made concerning private sources including corporations, foundations, alumni and individuals, and community and civic groups. Finally, examples from 11 universities are provided of the growth and potential of private support. (GLR)

ED 343 490 HE 025 353

In the Public Interest...
PUB DATE- 90
NOTE- 46p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agriculture; Black Colleges; Conservation (Environment); Educational Trends; Futures (of Society); *Government Role; *Higher Education; International Relations; *Land Grant Universities; Minority Groups; Research; *Role of Education; *School Role; *State Universities; Student Financial Aid; Urban Education; Urban Environment

This report discusses the govenment role in higher education in the United States, particularly in relation to the contribution the state and land-grant universities can make in providing answers to a number of seemingly intractable problems which the country must solve in order to maintain its economic and political position in the world. The history of the governmental role in developing state and land-grant universities is reviewed, including the effects of the Morrill Land-Grant Act (1857), the Hatch Act (1887), and the Smith-Lever Act (1914). Next examined is the role of education in the nation's overall competitiveness, including brief discussions of some of the trouble spots, such as weaknesses in the development of basic educational skills, scientist-engineer shortages, lack of minority outreach, and teacher-faculty shortfalls. Finally, the role of land-grant and state universities in specific areas of national need is discussed and recommended governmental actions are suggested to help resolve these needs. Areas examined include agriculture and food production; the health of the nation's cities and urban populations; protection of the environment and natural resources; international relations; research; and the development of the nations' citizenry, including all minorities. Specific recommendations include enactment of the National Initiative for Agricultural Research, expansion of commitment to urban campuses reflected in the Partnerships for Economic Development and Urban Community Service program, increased funding for marine research and technical assistance, increased resources to foreign language and area study programs, maintenance of student financial aid services, recognition of the historically public black colleges, and support of high quality scientific and engineering research programs. (GLR)

ED 343 491 HE 025 355

Keller, Michael J.; Rollins, Cheryl J.

Nonreturning Freshmen at Maryland Public Campuses: Why They Left and What They Thought of Their College Experience.

PUB DATE- 23 Jul 90

NOTE- 11p.; Paper presented at the Canadian-American International Conference: The First Year Experience (2nd, Halifax, Nova Scotia, Canada, July 23, 1990).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160),Reports - Research/Technical (143)

DESCRIPTORS- Academic Advising; Black Students; College Freshmen; Colleges; College Students; Comparative Analysis; Counseling; Dropout Research; *Dropouts; Higher Education; Racial Differences; State Surveys; Student Attitudes; *Student Attrition; Student College Relationship; Student Financial Aid; Student Needs; *Student Reaction; White Students

IDENTIFIERS- *Maryland

This report summarizes the results of a statewide survey of nonreturning freshmen (n=621) at Maryland public 4-year campuses. The former students were asked about the factors that were most instrumental in their departure from their institution, their reaction to their college experience, their likelihood of re-enrolling, and their level of satisfaction with certain campus services. Findings revealed the following items: (1) for black respondents, the top two reasons for not returning to college were academic dismissal and an inability to obtain sufficient financial aid, while white students cited more numerous sets of factors; (2) lack of success in securing adequate financial aid contributed to the departure of substantially more black than white students, and larger numbers of whites left their institution because of a desire for a different academic or social environment; (3) whites were considerably more inclined than blacks to re-enroll in college; (4) most former students, black and white, appeared satisfied with many of the specific services at the college they attended; however, there was considerable dissatisfaction among members of both races with the academic advising, personal counseling, and financial aid they received; and (5) a greater percentage of blacks than whites expressed satisfaction with their overall college experiences. The survey form is included. (GLR)

ED 343 492 HE 025 356

State University System Funding Process. Report and Recommendations of the Florida Education Planning Commission. Report 1. Prepared in Response to Specific Appropriation 577A of the 1991 General Appropriations Act Chapter 91-195, Laws of Florida.

PUB DATE- Jan 92

NOTE- 31p.; For a related document, see HE 025 357.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - General (140)

DESCRIPTORS- *Budgeting; Comparative Analysis; *Educational Equity (Finance); *Educational Finance; Financial Support; Higher Education; *Resource Allocation; *State Aid; State Universities

IDENTIFIERS- *State University System of Florida

This paper presents results of a study designed to determine whether each university in Florida's State University System (SUS) was being treated fairly by the funding methodologies used by the Legislature and the Board of Regents (BOR). The paper provides an examination of the generational formulas used by the Legislature and the BOR that result in the appropriation of the SUS operating budget; an analysis of the allocation process for the nine universities and special units; and a review of the capital outlay budget for the System. Recommendations are presented according to the three major components of the study: (1) a comparison of the design and execution of the legislative and SUS funding processes; (2) an analysis of the equity of the New Funding Methodology (adopted by BOR in 1988 and subsequently implemented in part) as an allocation technique; and (3) an analysis of the equity of the fixed capital outlay budgeting process. The appendix contains a presentation by the Office of the Auditor General on the Consultant's Report. (GLR)

ED 343 493 HE 025 357

An Analysis of the Processes Used To Fund the State University System of Florida.

SPONS. AGENCY- Florida State Postsecondary Education Planning Commission, Tallahassee.
PUB DATE- 23 Dec 91
NOTE- 118p.; For a related document, see HE 025 356.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Budgeting; Comparative Analysis; *Educational Equity (Finance); *Educational Finance; Financial Support; Higher Education; *Resource Allocation; *State Aid; State Universities
IDENTIFIERS- *State University System of Florida

This report presents results of a study investigating the process used by the Board of Regents (BOR) for developing its legislative budget request, as well as the process used by the BOR for allocating appropriations among the universities. The report also includes an assessment of the extent to which funds are allocated on an equitable basis for comparable programs across the State University System (SUS), including the special unit entities. The three major components of the study are as follows: (1) Operating Budget: Comparison of Generation Formulas Used by the SUS and the Legislature; (2) Operating Budget: Equity of the Allocation Among the Nine Universities and the Special Units; and (3) Capital Outlay Budget; the report contains separate chapters on each of these topics as well as other related issues. In addition, recommendations are presented for the BOR, the Postsecondary Education Planning Commission, and the Florida Legislature to consider as they refine the SUS funding process. Appendices contain an historical analysis of funding variations; tables showing summary allocations of appropriations of fiscal years 1981, 1986, and 1991, by university, allocation component and student; and a list of the differential treatment of universities based on policies in the simulated allocation of 1990-1991 education and general appropriation. (GLR)

Belcher, Jane C.; Jacobsen, Julia M.
From Idea to Funded Project: Grant Proposals That Work.
PUB DATE- 92
NOTE- 138p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adoption (Ideas); Educational Opportunities; Financial Support; Grants; Higher Education; Information Sources; Methods; *Program Administration; *Program Proposals; *Proposal Writing; Resource Materials; Technical Writing

This book examines the development of ideas in education and comparable institutions, how to encourage their articulation, how to muster the cooperation necessary to turn them into formal blueprints, and how to secure whatever support is needed to see them materialize as projects serving the interests of the originators and their institutions. It contains listings of useful resources and the most recent data on forms and required information for submission of proposals, and reflects changes in the names of agencies and in regulations governing grants to nonprofit organizations. It discusses how institutions, and the individuals who make up those institutions, create and develop ideas, and find sources of support, and demonstrates proven methods, supported with continual evaluation procedures, that carry a selected idea from a written proposal to the final project. The book also lists essential basic information sources (publications, news releases, telephone books, and the government printing office list of publications), and sources for assistance and training. Contains a 37-item bibliography and an index. (GLR)

ED 343 495 HE 025 361

Keetz, Mary A.

The Status of Female Faculty at West Chester University of Pennsylvania: An Historical Perspective, 1974-1989.

PUB DATE- 92
NOTE- 52p.; Published with support from the Women's Consortium at West Chester University of Pennsylvania.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); Affirmative Action; *College Faculty; Comparative Analysis; Enrollment; Full Time Equivalency; Full Time Faculty; Higher Education; Public Schools; School Statistics; *Teacher Distribution; Undergraduate Study; Universities; *Women Faculty
IDENTIFIERS- *West Chester University of Pennsylvania

This report presents data from the West Chester University segment of a 16-year longitudinal study of female faculty in the state system and its 14 universities. The study is designed to address the following questions: What are the numbers and distribution among professional ranks of female faculty prior to the State System's 1988 affirmative action plan? Have the number and percentage of female faculty remained constant? Are female faculty represented equitably at each professional rank? The information permits comparisons in the following areas: (1) the numbers and percentages of full-time faculty by sex as related to the numbers and percentages for West Chester alone, the State System as a whole, and similar Category II-A and II-B public universities; (2) the distribution of full-time faculty among professional ranks by sex as related to the numbers and percentages for West Chester, the State System, and similar Category II-A and II-B public universities; (3) the numbers and percentages of full-time faculty at each professorial rank by sex as related to the numbers and percentages for West Chester, the State System, and similar Category II-A and II-B; (4) student full-time equivalent enrollment (FTE) by enrollment status and sex for West Chester and the State System; and (5) ratios of full-time total faculty to undergraduate student FTE enrollment by sex for West Chester and the State System. An appendix contains a summary of a sex discrimination complaint. Contains 26 references. (GLR)

ED 343 496 HE 025 362

Davis, Jerry S.; Heberle, Deborah

The National Association of State Scholarship and Grant Programs, 23rd Annual Survey Report, 1991-1992 Academic Year. State Funded Scholarship/Grant Programs for Students To Attend Postsecondary Educational Institutions.

PUB DATE- Feb 92
NOTE- 190p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- College Students; *Financial Needs; Financial Support; Graduate Study; *Grants; Higher Education; National Surveys; Need Analysis (Student Financial Aid); Postsecondary Education; Professional Education; Scholarships; *State Aid; State Programs; *Student Financial Aid; *Student Loan Programs; Trend Analysis; Undergraduate Study

This report describes the results of a survey of publicly funded grant programs for undergraduates and graduate/professional school students operated by the 50 states, the District of Columbia, and Puerto Rico. It focuses on the grant program characteristics for 1991-92 and provides analysis of the trends of these programs. The analysis indicates that the academic year under study will not be a good one for state grant programs in at least half the states. For the 1991-92 academic year, the state grant program growth in general represents the worst since data was first collected on such programs starting in the 1969-70 academic year. Among the findings is that, while need for aid is increasing within all categories of funded grant programs, 22 states, or 42 percent of the total, expect to make fewer total awards and/or to spend fewer total dollars in grant programs. Also, in 27 states the need-based grant dollars available to students at public and/or private institutions are expected to decrease, with decreases expected at both types of institutions in 11 states. It is noted that while grant programs are facing funding difficulties, these difficulties are not as great as those faced by the public institutions that grant recipients attend. (GLR)

ED 343 497 HE 025 363

Janes, Jackson
Priming the Pump: The Making of Foreign Area Experts.

SPONS. AGENCY- American Council on Education, Washington, D.C.; EXXON Education Foundation, New York, N.Y.
PUB DATE- 91
NOTE- 56p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Aspiration; *Area Studies; Foreign Students; Graduate Students; *Graduate Study; Higher Education; International Education; Second Language Learning; *Student Attitudes; Student Characteristics; *Student Educational Objectives; Student Interests; *Student Motivation; Teacher Influence

This report presents the results of a survey of graduate students, both U.S. and foreign, enrolled in U.S. universities who were focusing their advanced studies on a world area. The survey was designed to determine how students become interested and involved in foreign language and area studies and focussed on several questions, in particular: What types of experiences, academic and nonacademic, influenced students to pursue graduate work in area studies? When did these experiences occur? What differences are there in types of experiences across areas? and How do such experiences influence choice of discipline and research interest? The study surveyed 1,032 graduate students currently enrolled at 70 area studies programs at 29 universities across the nation. Of the respondents, 228 were foreign students and 804 were students from the United States. Examination of the results revealed several patterns: (1) catalysts for interests were often found in travel or work experiences; (2) most of the students had considered concentration in a world area during their undergraduate years; (3) most decisions to pursue such study was made before graduate school; (4) departments and disciplines that "welcomed" area students attracted more students; (5) foreign students concentrating on their own world area seem to have a "head start" in language and area knowledge that provided more opportunities for combining with other disciplines, and (7) faculty influence on prospective area specialists was important. Included are 13 tables and 18 notes. (JB)

ED 343 498 HE 025 364

Wilkie, Dana A.

The Development of a Handbook for the Undecided Major at the State University of New York College at Purchase.

PUB DATE- Dec 91
NOTE- 43p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- College Students; Decision Making; Higher Education; *Majors (Students); Student College Relationship; Student Educational Objectives
IDENTIFIERS- State University of New York Coll at Purchase; *Student Handbooks; *Undecided Students

This practicum report describes design and development of a handbook to help undecided students at the State University of New York College at Purchase explore possible choices of major fields of study. In order to determine what elements should be included in the handbook, a search of the literature on handbook content and development process and a solicitation of input from the director of career development and the vice president of student affairs were conducted as well as a review of sample handbooks from several small, liberal arts institutions similar to Purchase. The importance of planning in developing a handbook was demonstrated as was the value of clear communications between all impacted individuals. The handbook itself is appended. It includes sections on: the school's mission and philosophy; self-awareness and life objectives; a description of 23 majors and related careers; information on procedures for declaring or changing a major; and suggestions on getting to know one's faculty advisor and sources of further advice. (31 references) (JB)

ED 343 499 HE 025 365

Health Professions Education Amendments of 1991. Report To Accompany H.R. 3508. House of Representatives, 102d Congress, 1st Session.

PUB DATE- 25 Oct 91
NOTE- 81p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Allied Health Occupations; Economically Disadvantaged; Educational Finance; Federal Aid; *Federal Legislation; Federal Programs; Higher Education; Medical Education; Medical Schools; *Nursing Education; *Primary Health Care; *Student Financial Aid
IDENTIFIERS- *Public Health Service Act

This report presents a bill (H.R. 3508) to amend the Public Health Service Act, along with analysis, a report on hearings on the bill, cost estimates and the text of the legislation itself. text of the legislation itself. A section on its purpose explains that it revises and extends Titles VII and VIII which authorize programs relating to the education of individuals as health professionals. This reauthorization and reassessment places a priority on training in primary care delivery, particularly in underserved areas. The bill also drops programs that have not been funded in over two years and improves certain loan programs already in place. A discussion of the need for the legislation follows along with a summary of hearings listing witnesses that appeared, and Committee consideration. Next is a cost estimate from the Congressional Budget Office with detailed discussion of that estimate. There follows an inflationary impact statement and a section-by-section analysis of the bill. The complete text of Titles VII and VIII make up the final section of the report with changes, new text and omissions indicated throughout. (JB)

ED 343 500 HE 025 366

Hearings on the Reauthorization of the Higher Education Act of 1965: Need Analysis. Hearings before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, One Hundred Second Congress, First Session (July 31 and August 1, 1991).

PUB DATE- 92
NOTE- 292p.; Serial No. 102-73. Portions contain small/light print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Eligibility; *Federal Legislation; Federal Programs; Females; Financial Support; Hearings; Higher Education; *Need Analysis (Student Financial Aid); *Needs Assessment; Parent Financial Contribution; Paying for College; *School Security; Sexual Abuse; Student Financial Aid; Student Loan Programs; Student Needs
IDENTIFIERS- Congress 102nd; *Higher Education Act 1965

This report presents testimony from the final 2 of a series of 44 hearings conducted in the District of Columbia and across the nation on the reauthorization of the Higher Education Act of 1965, and contains the text of four bills proposed as amendments to the Higher Education Act. On the first day of testimony a panel of witnesses suggested reforms for the federal need analysis contained in the Higher Education Act. (These needs analyses are formulas used to determine student financial need for the purpose of distributing federal aid.) Among the witnesses were representatives from the administration, students, higher education institutions, teachers, aid administrators, the college Board and the Advisory Committee on Student Financial Assistance. The second day of testimony was concerned with reform of the need analysis system and with campus safety, especially for women. A member of the House of Representatives for New Jersey, Marge Roukema, discussed restoring access to working families and middle income families and submitted an amendment designed to enact her recommendations. Next, California member of the House of Representatives, Barbara Boxer, testified in favor of amendments to the Higher Education Act titled: "Safe Campuses for Women," "Equal Justice for Women in the Courts," and "Campus Sexual Assault Victims' Bill of Rights Act of 1991." A third panel of witnesses from institutions of higher education and higher education professional associations testified on student financial need analysis. The prepared statements of the witnesses as well as of others not present are included. (JB)

ED 343 501 HE 025 367

Hearing on the Reauthorization of the Higher Education Act of 1965: Titles I, VI, and XI, Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, One Hundred Second Congress, First Session.

PUB DATE- 24 Jul 91
NOTE- 247p.; Not available in paper copy due to small/light print.

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Education; Economic Development; *Federal Legislation; Fellowships; Hearings; Higher Education; *International Education; *Nontraditional Students; Part Time Students; Resource Centers; *Second Language Learning; *Student Financial Aid; Urban Education; *Urban Programs; Urban Universities
IDENTIFIERS- Congress 102nd; *Higher Education Act 1965; Higher Education Act Title I; Higher Education Act Title VI; Higher Education Act Title XI

This hearing report, one of a series on the reauthorization of the Higher Education Act of 1965, contains testimony concerning Titles I, VI, and XI of that Act. Title I authorizes a series of programs designed to aid the nontraditional student. Title VI provides funds for fellowships, the establishment of national resource centers, language resource centers and business and international education programs. Title XI addresses partnerships for economic development and urban community service. This hearing consisted of two panels which included students and individuals from universities, national higher education associations, congressional representatives, and community colleges. The witnesses addressed the following issues: the needs of part-time and adult students, the internationalization of higher education, foreign language learning, study abroad, cooperative education programs, the needs of urban areas and the role that urban universities can play there, and educating the workforce. The prepared statements of the witnesses as well as supporting documents and supplemental materials are included. (JB)

ED 343 502 HE 025 368

Oversight Hearing on the Reauthorization of the Higher Education Act of 1965: Kearney, Nebraska. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, One Hundred Second Congress, First Session (Kearney, NE, July 15, 1991).

PUB DATE- 91
NOTE- 157p.; Serial No. 102-58.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Education; Economically Disadvantaged; Educational Finance; Eligibility; Federal Legislation; Federal Programs; Financial Support; Hearings; Higher Education; Minority Groups; *Need Analysis (Student Financial Aid); *Needs Assessment; Nontraditional Students; Parent Financial Contribution; Paying for College; Student Financial Aid; Student Loan Programs; Student Needs
IDENTIFIERS- Congress 102nd; *Higher Education Act 1965

At this hearing, one of a series conducted across the nation on the reauthorization of the Higher Education Act of 1965, testimony was heard on issues of concern to three panels of experts on higher education in the state of Nebraska. The witnesses included Robert E. Caldwell, student body president from the University of Nebraska (UN) at Kearney; Wanda Halvorson of the Nebraska Association of Student Financial Aid Administrators; William Hasemeyer of the Mid-Plains Community College Area; Martin Massengale of the University of Nebraska; Andy Massey, president of the UN Student Association; Jeannine Phelan of Educational Planning Centers; Thomas Reeves of Hastings College; Kay Schallenkamp of Chadron State College; Kathleen Seline of Creighton University; Robert Smallfoot of McCook Community College; and Barbara Snyder of UN at Kearney. The issues that the witnesses addressed included cooperative education programs, student financial aid needs assessment reform, Pell Grants, minority access to higher education, burdens on middle income families, programs for disadvantaged students, state aid to students and institutions of higher education, the role of community colleges, and educational opportunities in rural areas. The prepared statements of the witnesses and others are included along with various supplemental materials. (JB)

ED 343 503 HE 025 369

Rhodes, Frank H. T.

The New American University. Twelfth David Dodds Henry Lecture.

PUB DATE- 10 Oct 90

NOTE- 55p.; Speech given at the University of Illinois at Chicago.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Educational Trends; *Futures (of Society); *Higher Education; International Cooperation; International Education; *Land Grant Universities; Long Range Planning

This publication presents the text of a speech by the president of Cornell University on the future of American universities. The speech is preceded by a brief preface describing the origin and history of the David Dodds Henry lecture series, and by the original introduction to the speaker delivered by president Stanley O. Ikenberry of the University of Illinois at Urbana-Champaign at the time of the lecture. The lecture itself addresses the current crisis of education in the United States with a focus on higher education, its responsibility to students and the nation as a whole as well as the problems which make it difficult to carry out those responsibilities. The lecture proposes a new model of knowledge which would define knowledge as a common quest, an exploration undertaken in partnership with others; and concludes with six challenges to higher education: (1) striking the right balance between local, state, national and international opportunities; (2) establishing limits and priorities; (3) funding for international, land grant universities; (4) the need for new patterns of communication and community; (5) the internationalization of undergraduate education; and (6) the administration and support of international land-grant universities. Following the lecture is the text of a response seminar addressing issues raised in the lecture. A final section lists the titles of all the David Dodds Henry lectures held since the series began. (JB)

ED 343 504   HE 025 370

Daxner, Michael, Ed.; Smith, Hoke L., Ed.
Relationships between the State and the University.
PUB DATE- 92
NOTE- 70p.; Papers presented at a conference on state and university relationships (Carl von Ossietzky Universitat, Oldenburg, Germany, May, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- College Role; Educational Policy; Government Role; *Government School Relationship; Higher Education; Institutional Cooperation; Institutional Role; *Policy Formation; Public Policy; *Universities
IDENTIFIERS- Europe; Florida; Towson State University MD

This document presents six papers given at an international conference on educational policymaking and the relationship between the state and the university particularly in light of political developments in Europe and the partnership between the Western European and North American scholarly communities. The first paper, "State University: Agent or Agency?" (Hoke Smith), considers the essential nature of the university and the essence of scholarship. Next, "The Professional Representation of Universities, Lobbying and Professional Associations" (Robert Atwell) examines the role of professional associations on the American higher education scene. "Political Interventions of Higher Education: Comparisons by International Leaders" (Robert L. Caret) describes partnership programs of Towson State University, Maryland, with business and government. The next paper, "Scientific Expertise or How Universities Attain Public Authority" (Michael Daxner) explores the challenges and evolving role for universities in society. The fifth paper, "Government Intervention in Universities: Autonomy/Accountability" (Henry Wasser) looks at European universities' evolving relationships with the state, and the final paper, "The Selective Enhancement of Quality in Florida's Postsecondary Education: Tensions between Excellence and Parity" (Robert O. Berdahl and Susan Martin Studds) examines the operation and campus impacts of three types of quality enhancement strategies. (JB)

ED 343 505 HE 025 371

Vest, Ann H.

University of the College Union: Proceedings of the Annual Conference of the Association of College Unions-International (71st, St. Louis, Missouri, March 24-27, 1991).

PUB DATE- 92

NOTE- 98p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Campuses; Dramatics; Extracurricular Activities; Financial Support; Fraternities; Higher Education; Leadership; Racial Relations; Recreational Facilities; Recreational Programs; Social Organizations; Sororities; *Student Unions

IDENTIFIERS- *Association of College Unions International

This document contains papers and speeches given at a conference of the Association of College Unions-International (ACUI) on topics of concern to administrators and program directors in student unions at college campuses. The papers are presented in seven chapters each on a different general subject. The first chapter, "Keynotes," includes two speeches, one on the changes in student body demographics and the other on creating community. The second chapter, "College of Arts and Sciences," contains papers on the performing arts at the college union, peace studies and efforts, recreation programs, and Greek societies and race relations. The third chapter, "College of Business," includes two papers that treat corporate sponsorship and auxiliaries respectively. Chapter 4, "College of Education," includes papers on leadership, women and college unions, graduate students, and organization. Chapter 5, "College of Engineering," contains papers on starting a recycling program and planning and development for construction projects. Chapter 6, "General Studies," presents discussions of student alumni leaders, small college professionals, assessment models and human relations. The final chapter, "Business of the Association" includes a discussion of the role of the college union, a list of officers of the ACUI and minutes of the business meeting. (JB)

ED 343 506 HE 025 373

Lucas, Robert A.
The Grants World Inside Out.
PUB DATE- Apr 92
NOTE- 181p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Budgeting; Grants; *Grantsmanship; Higher Education; Humor; Parody; *Program Administration; *Program Costs; *Program Proposals; *Proposal Writing; Research Projects; *Research Proposals; Research Universities; Satire

This book presents a lighthearted examination of the trials and tribulations of university research development and grant acquisition. Fun is poked at the grant acquisition process through a series of characters and their advice: Ann Granters (advice column format) gives directions on how to "wire" a proposal; Bogie tells how to squeeze the most bucks from a sponsor; Big Ad explains the benefits of his creation, the Proposal-of-the-Month Club; and the author, through an imaginary telephone call-in segment explains to callers how to avoid conflict of interest on government grants. In addition, the book gives advice to the grants-lorn in a personals column, offers a questionnaire for screening candidates for research administration, examines how to make indirect costs fit the crime, and exposes a series of strange research projects that escaped the scrutiny of Senator William Proxmire (Golden Fleece Award creator). While the satires and parodies poke fun at the usually serious business of running a grants office, they reveal the lengths to which some research administrators may go as they are charged with winning more (and bigger) grants, complying with federal regulations, and recovering indirect costs. (GLR)

ED 343 507 HE 025 374

Bogue, E. Grady; Saunders, Robert L.
The Evidence for Quality.
PUB DATE- 92
NOTE- 313p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accreditation (Institutions); Certification; College Outcomes Assessment; Colleges; Curriculum Evaluation; Decision Making; *Educational Assessment; *Educational Planning; *Educational Quality; Guidelines; Higher Education; Institutional Mission; Universities
IDENTIFIERS- Quality Assurance; Strategic Planning

This book offers a synthesis of practices and policies in collegiate quality assurance, examining a range of contemporary approaches that include accreditation, student feedback, professional licensure, college rankings and ratings, and other measures of academic quality. A quality assurance model is offered that links principles of good practice to a strategic unifying vision of quality. The strengths and weaknesses of each approach are evaluated as well as how each makes a contribution to academic decision making. Examples are provided from various colleges and universities to demonstrate how various institutions developed strategic and effective quality assurance programs. In addition, guidelines are given for all educators who wish to develop a superior program of quality assurance that is as unique as their individual campuses. Chapters include background information on collegiate quality and how it is defined and measured; the role of state agencies in both quality assurance and quality enhancement; and an examination of the ethical, economic, and educational factors affecting the leadership climate in higher education today. Contains 308 references and an index. (GLR)

ED 343 508 HE 025 375

Druckman, Daniel, Ed.; Bjork, Robert A., Ed.
In the Mind's Eye: Enhancing Human Performance.
SPONS. AGENCY- Army Research Inst. for the Behavioral and Social
Sciences, Alexandria, Va.
PUB DATE- 91
NOTE- 291p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Individual Development; *Performance; Self
Actualization; Self Concept Measures; Self Efficacy; Self
Evaluation (Individuals); *Self Help Programs; Training Methods

This book presents a look at methods of performance enhancement, examining basic issues of performance through a series of papers which evaluate several popular self-improvement approaches by weighing the evidence to determine what works. The first of the book's four parts provides an overview of the volume with two chapters describing the history of the project and key findings. The second section, "Training," contains three chapters: "Optimizing Long-Term Retention and Transfer," "Modeling Expertise," and "Developing Careers." The third section, "Altering Mental States," contains the following five chapters: "Subliminal Self-Help," "Meditation," "Managing Pain," "Hiding and Detecting Deception," and "A Broad Concept of Deception." The final section, "Performing," contains two chapters entitled "Optimizing Individual Performance," and "Enhancing Team Performance." Two appendixes contain a description of committee activities and biographical sketches of committee members. Each chapter includes extensive notes and references. (JB)

ED 343 509 HE 025 376

Black, Laurel, Ed.; And Others
The Best of Miami University's Portfolios 1991.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 91
NOTE- 103p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Collected Works - General (020),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Anthologies; College Applicants; Essays; Evaluation Methods; Higher Education; High School Graduates; *Portfolios (Background Materials); *Writing (Composition); *Writing Evaluation
IDENTIFIERS- Miami University OH

This document presents the seven best 1991 portfolios, written by high school students entering Miami University (Ohio) seeking credit and advanced placement as part of the university's optional portfolio writing program. The program requires students to submit four pieces: (1) a reflective letter introducing the writer and the portfolio; (2) a story or description; (3) an explanatory essay; and (4) an analysis of a written text. Each portfolio is read independently by two faculty members of the Department of English specially trained in portfolio writing assessment. The readers follow a 3-point scoring guide developed specifically for the Miami University portfolio program. Appendices include a detailed description of each piece, together with submission guidelines; the 1991 Scoring Guide; and a list of the supervising faculty. (GLR)

ED 343 510 HE 025 377

Longanecker, David A.

Designing the Master Plan for Colorado Postsecondary Education: Preparing for a New Millennium.

PUB DATE- 3 Jan 92

NOTE- 19p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Access to Education; Accountability; *Educational Planning; *Educational Quality; Graduate Study; Higher Education; Long Range Planning; *Master Plans; *Policy Formation; Public Schools; School Effectiveness; State Colleges; State Universities; *Statewide Planning; Undergraduate Study

IDENTIFIERS- *Colorado

This document represents the first step in an effort by the Colorado Commission on Higher Education to reopen the master planning process. The report: (1) proposes a master planning process, which in various steps will revisit Colorado's goals for postsecondary education; (2) reviews how well the Commission and the postsecondary education community have responded to the challenges set out in House Bill 1187 (passed in 1985 charging the Commission to establish a broad and ambitious set of expectations for the Commission and the postsecondary education community); (3) examines the environment facing Colorado postsecondary education as it approaches the 21st century; and (4) examines in depth how the state must respond to the most pressing issues facing postsecondary education in the years ahead. Finally, the appendix examines the nature of possible issues that could be addressed with respect to each of the explicit statewide goals for postsecondary education: the pursuit of higher educational quality; expanding educational access and diversity; and increasing educational efficiency accountability. (GLR)

ED 343 511 HE 025 378

Obiakor, Festus E.
Multiculturalism in Higher Education: A Myth or Reality?

PUB DATE- Feb 92
NOTE- 20p.; Paper presented at the Multicultural Fair (Chattanooga, TN, February 6, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Affirmative Action; *Change Strategies; College Curriculum; *Cultural Pluralism; Educational Environment; *Higher Education; Minority Groups; *Multicultural Education; Nontraditional Students; Postsecondary Education; *Racial Attitudes; *Racial Bias; Racial Relations; Student Subcultures
IDENTIFIERS- *Diversity (Student)

This paper discusses the realities of multiculturalism in America's higher education and presents strategies for enhancing multiculturalism on college and university campuses. It examines what multiculturalism is and lists the various myths about it that have permeated the academic community. In response to these myths, solutions are examined that cover the following areas: (1) responding to affirmative action regulations; (2) providing funds; (3) broadening curricula; (4) redirecting testing and instruction; and (5) dealing with the problem of educational institutions not reaching out to minorities. It is noted that higher education has failed in its ability to respond to basic needs of nontraditional at-risk students, but also mentions that it is difficult to use traditional strategies to work with nontraditional students. Eight nontraditional strategies are identified to assist predominately white colleges to foster multiculturalism on their campuses. Finally, it is suggested that because of the fewer numbers of minority administrators, faculty, staff, and students in predominately white colleges and universities, that these institutions should continuously reassess and reevaluate their recruitment, retention, and graduation policies. Contains 33 references. (GLR)

ED 343 512 HE 025 379

Outcomes Assessment and Analysis: A Reference Document for Accrediting Bodies.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

PUB DATE- Jun 91

NOTE- 107p.; For a related document, see HE 025 380.

LANGUAGE- English

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Academic Standards; *Accreditation (Institutions); *Accrediting Agencies; *College Outcomes Assessment; Data Collection; *Evaluation Methods; Higher Education; *Institutional Evaluation; *Outcomes of Education; Self Evaluation (Groups)

This report provides data received from postsecondary education/professional accrediting bodies regarding the extent to which outcomes and institutional or program effectiveness are reflected in each of the following: (1) accreditation standards; (2) accreditation guidelines; (3) policy statements; (4) accreditation practices (self-study, visiting teams, accrediting body actions, training programs for institutional or program representatives or site visitors); and (5) other relevant publications, research, pieces or speeches of or by the accrediting body or its representatives. Accrediting bodies may be national, regional, or specialized. In all, responses are reported from 68 agencies in addition to the inclusion of an assessment bibliography for each agency. Finally, a Council on Postsecondary Accreditation Assessment Project summary chart of the response items received by accrediting bodies is included. (GLR)

ED 343 513 HE 025 380

Accreditation, Assessment, and Institutional Effectiveness: Resource Papers for the COPA Task Force on Institutional Effectiveness.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- Jan 92
NOTE- 75p.; For a related document, see HE 025 379.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accreditation (Institutions); *College Outcomes Assessment; Higher Education; *Institutional Evaluation; *Institutional Research; *Outcomes of Education; Postsecondary Education; Questionnaires; Research Methodology; *School Effectiveness

This resource document presents four papers that were prepared by members of the Task Force on Institutional Effectiveness of the Council on Postsecondary Accreditation concerning issues related to assessments of institutional effectiveness and the use of assessment in the process of institutional accreditation. The first paper, "Outcomes Assessment, Institutional Effectiveness, and Accreditation: A Conceptual Exploration" (Peter T. Ewell), deals with some of the basic principles and issues involved in the use of outcomes assessment in accreditation, explores some of the tensions and alternatives these create, and develops recommendations for resolution. The second paper, "Incorporating Assessment into the Practice of Accreditation: A Preliminary Report" (Ralph Wolff), reports the results of a survey of those responsible for assessment activities including their practices, their level of knowledge of assessment issues, and their perception of the effectiveness of their current outcomes assessment practices. The third paper, "Methods for Outcomes Assessment Related to Institutional Accreditation" (Thomas Hogan), reviews the various methods of outcomes assessment and discusses their advantages and limitations. The last paper, (Trudy W. Banta), represents a selected 62-item bibliography of articles and documents about outcomes assessment in higher education. (GLR)

ED 343 514 HE 025 381

Kirk, Mary E.
Where Walls Once Stood: U.S. Responses to New Opportunities for Academic Cooperation with East Central Europe. East Central Europe Information Exchange Report No. 2.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 92

NOTE- 149p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - General (140),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Data Collection; *Educational Cooperation; Financial Support; Foreign Countries; Grants; Higher Education; Institutes (Training Programs); *Institutional Cooperation; *International Cooperation; *Student Exchange Programs; Surveys; Trend Analysis; Units of Study
IDENTIFIERS- Agency for International Development; *Europe (East Central); United States Information Agency

This report is based on a survey of U.S. higher education institutions and national exchange organizations. It highlights significant changes since 1989: (1) substantial growth in number of exchange programs and U.S. institutions sponsoring exchanges; (2) decline in predominance of long-term, broad-range reciprocal exchanges; (3) increase in number of new exchange and training programs in professional fields such as management, law, and public administration--most new since 1990; (4) increase in number of academic/professional training programs taking place on-site in Eastern Europe; (5) activity in Poland, Czechoslovakia, and Hungary, with Bulgaria, Romania, and Yugoslavia lagging behind; and (6) a growing tendency in the U.S. foundation community toward grantmaking directly to institutions in East Central Europe. Appendices, comprising most of the report, include the East Central Europe Information Exchange Program Survey Number 1; summary data of the U.S. Institution program data, data by country, and data by field of study; U.S. Information Agency Grants to Selected Programs for Fiscal Year 1991; and U.S. Agency for International Development Grants to Universities, Fiscal Year 1991. Contains 14 references. (GLR)

ED 343 515 HE 025 382

Twale, Darla J.
An Analysis of Higher Education Administrative Appointments: A Focus on Women from 1986 to 1991.
PUB DATE- Mar 92
NOTE- 27p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Hilton Head, SC, March, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Administration; Colleges; Data Collection; Employed Women; Equal Opportunities (Jobs); *Females; Higher Education; *Personnel Selection; *Sex Discrimination; Sex Role; Trend Analysis; Universities; Women Administrators; Women Faculty

This paper assesses the changes in positions of females over a 5-year period in academic administrative hierarchy, comparing changes between internal and external hirings, between public and private institutions, and identifying any emerging career pathways for women. Data were collected on higher education administrative positions listed in every other issue in the Gazette section of the 1986 and the 1991 "Chronicles of Higher Education." It was found that over the last 5 years, numbers of female appointments have increased, but the hiring institution has shifted from public in 1986 to private in 1991. Additionally, schools are now more likely to hire from within the system than they were in 1986. In both years, women predominated at the directorship level, a supportive staff position outside the policy-making academic hierarchy. The paper also reports that private colleges and universities have more flexible hierarchies, are more receptive to female candidates, and are more willing to consider competence over credentials. It is noted that as long as men dominate the administrative hierarchy, time-in-line traditions will dominate over more flexible promotion alternatives. Also, public institutions need to institute alternative career paths for women. Contains 31 references. (GLR)

ED 343 516 HE 025 383

Twale, Darla J.; Blanks, George W., Jr.
An Assessment of Resident Student Problems at a Rural University.
PUB DATE- Mar 92
NOTE- 24p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Hilton Head, SC, March, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Discipline Problems; Dormitories; *Educational Needs; Higher Education; Interpersonal Relationship; *On Campus Students; *Problem Solving; *Resident Assistants; Social Behavior; Student Needs; Student Problems; Substance Abuse; Surveys
IDENTIFIERS- *Auburn University AL

This report presents results from a discovery study questionnaire, using forced choice and open-ended items, to assess the types of problems resident assistants (RAs) at the rural campus of Auburn University (Alabama) encounter, their level and sources of preparedness to deal with these problems, and the ways in which the residence life staff can better address their needs and concerns. Results from 31 returned questionnaires (53 percent response rate) showed that problems occurred more frequently in the social and academic areas, hall policy and maintenance, and substance abuse. Respondents felt better prepared to deal with substance abuse, hall policy, and roommate incompatibility. Resident assistants reported that experience was a good teacher and repeated handling of similar problem situations seemed to increase preparedness. Age and upper-class standing aided students' ability to handle health and sexual issues and academic problems. The course-for-credit improved RA's knowledge of facilities maintenance. Respondents also reported wanting more techniques in handling crisis situations, problem solving, case studies, and role playing, and more time to interact with their students. Contains 11 references. (GLR)

ED 343 517 HE 025 384

DuFrene, Debbie; And Others
Ethics in the College-Level Business Classroom: A Tripartite Examination.

PUB DATE- 30 Jan 92
NOTE- 22p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Houston, TX, January 30, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attitude Measures; *Business Education; Cohort Analysis; Comparative Analysis; Curriculum Development;

*Ethical Instruction; *Ethics; Higher Education; Moral Issues; Rating Scales; Surveys; Undergraduate Study

This paper discusses the need for Ethics instruction in college business curricula and presents study results in determining the issues to include in such instruction. Ratings of potential ethical issues were obtained from three cohorts (business faculty, business practitioners, and business students) using the Ethical Issues Rating Scale developed by the researchers. The instrument's construct validity was established using a series of R-technique principal components factor analyses. The instrument was then substantively used to determine the degree to which the various ethical issues were deemed as important across the three subject cohorts. Respondents in the three cohorts were also surveyed as to their perceptions of the ethical awareness and ethical standards of present business students as compared to past business students, students nationwide, and business people in the local community. Among survey results were that the most important issues identified by all three cohorts involved environmental, employee and consumer, and personal integrity; and that, among those issues identified as of little importance, were those involving international matters. The appendix contains the full text of items on the Issues Rating Scale. Contains 13 references. (GLR)

ED 343 518 HE 025 385

Thomas, Gail E.

The Access and Success of Blacks and Hispanics in U.S. Graduate and Professional Education. A Working Paper.

SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.; Ford Foundation, New York, N.Y.
PUB DATE- 86
NOTE- 111p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; *Blacks; Data Analysis; *Educational Attainment; Educational Policy; Enrollment; *Graduate Study; Higher Education; *Hispanic Americans; *Professional Education

This report used national data to assess the participation and degree completion status of Blacks and Hispanics in U.S. graduate and professional schools. Objectives of the report were: (1) to examine national data on the graduate and professional school enrollment and degree attainment of race and sex groups in various major fields of study; (2) to identify and discuss factors that are associated with and/or influence the access, matriculation, and degree completion status of Blacks and Hispanics in U.S. graduate and professional schools; and (3) to present recommendations for increasing the higher educational access and success of Blacks and Hispanics. The major finding in this report was that Blacks and Hispanics have made minimal progress in graduate and professional school access and degree attainment in the present decade. More specifically, the data revealed that Blacks and Hispanics remained underrepresented in U.S. graduate and professional schools relative to their proportional representation among baccalaureate-degree recipients. Among the policy recommendations presented are to improve elementary and secondary education for minorities, increase their financial aid for attending college, and improve higher education recruitment and selection practices. Contains 91 references. (GLR)

ED 343 519 HE 025 386

Fidler, Paul P.; Fidler, Dorothy S.

First National Survey on Freshman Seminar Programs: Findings, Conclusions, and Recommendations. Monograph Series Number 6.

PUB DATE- 91
NOTE- 49p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *College Freshmen; Colleges; Comparative Analysis; Course Content; Enrollment; Financial Support; Graphs; Higher Education; Program Descriptions; *School Orientation; *Seminars; Staff Development; Tables (Data); Teachers; Training; Universities
IDENTIFIERS- *Freshman Seminars

This report presents study results from a 1988 survey of institutions of higher education (N=1,164 responses) who have instituted freshman seminar programs. Specifically, the survey sought to determine the extent to which colleges and universities were offering a freshman seminar course, defined by the survey instrument as a special course for freshmen, that can be defined as covering survival skills, study skills, freshman orientation, student success, and coping with college level courses. Study results are provided concerning the descriptions of freshman seminars. Other survey findings are reported by institutional size, type, and across all institutions within the following categories: (1) freshman seminar content; (2) faculty/staff development programs for freshman seminar instructors; (3) availability of training programs for freshman seminar instructors; (4) training programs required for freshman seminar instructors; (5) length of faculty/staff development programs; and (6) descriptions of freshman seminar instructors by all institutions, type, and size. Highlights of the survey results are presented as well as conclusions and recommendations. Contains one reference. (GLR)

ED 343 520 HE 025 387

Schofield, Allan
Improving the Effectiveness of the Management of Innovation and Change in Higher Education. Issues and Methodologies in Educational Development: An IIEP Series for Orientation and Training.
PUB DATE- May 91
NOTE- 37p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; *Educational Change; *Educational Innovation; Foreign Countries; *Higher Education; Institutional Evaluation; Job Performance; Leadership; Money Management; Organizational Change; Personnel Management; Resistance to Change

This review examines issues which need to be addressed in order to increase the effectiveness of institutional management of innovation and change in higher education, and is written primarily from a practical perspective rather than from a theoretical or research viewpoint. The paper is divided into two parts: Part I briefly reviews a number of key issues in the management of higher educational institutions in the 1990s; and Part II builds on this to consider the management of innovation and change in more detail. Part I discussions examine changes in institutional decision-making, financial management and funding, leadership, higher education diversification, performance assessment, and people management. Part II discussions include whether or not institutions of higher education are resistant to change, the main sources of innovation in higher education, institutional readiness for change, implementing change in higher education, and the strategies for innovation and change. Contains 55 references. (GLR)

ED 343 521 HE 025 388

College and University Admissions and Enrollment, New York State, Fall 1987.
PUB DATE- May 89
NOTE- 35p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Bachelors Degrees; *College Admission; Degrees (Academic); Doctoral Degrees; *Enrollment; Enrollment Trends; *Higher Education; Masters Degrees; Private Colleges; State Colleges; State Universities; Undergraduate Study
IDENTIFIERS- *New York

This publication presents statistical tables of enrollment and admissions data for colleges and universities in the state of New York in the fall of 1987. The first 15 of 17 tables detail enrollment data, and the last 2 tables offer admissions information. After a section of definitions for key terms the tables present the following: (1) trends in enrollment by type of institution from fall 1970 to fall 1987; (2) enrollment by level of study, sector and sex of student; (3) percent distribution of enrollment by level of study; (4) first-time student enrollment by sector; (5) summary of degree-credit and noncredit enrollment; (6) degree-credit and noncredit enrollment in institutions of higher education by level of program and institution; (7) undergraduate enrollment; (8) organized occupational enrollment; (9) undergraduate-upper division degree-credit enrollment by major subject area, year of study, attendance status and sex of student; (10) first-professional enrollment by subject area; (11) enrollment in Master's Degree program by subject area; (12) enrollment in Doctoral Degree programs by subject area; (13) trends in enrollment, fall 1985 to fall 1987; (14) unclassified enrollment; (15) graduate certificate enrollment; (16) trends in undergraduate admissions, fall 1985 to fall 1987; and (17) undergraduate applications received, accepted, and full-time students actually enrolled. (JB)

ED 343 522 HE 025 389

Attrition and Retenton of Full-Time, First-Time and Full-Time Transfer Students in Baccalaureate and Associate Degree Programs, Including Postsecondary Opportunity Students, State University of New York, Class of 1988. Includes Racial/Ethnic Detail and Partial History of Later Cohorts as of Fall 1990 along with Trends in Attrition and Retention of Full-Time, First-Time Students, in Baccalaureate and Associate Degree Programs, Classes of Fall 1977 through Fall 1990.

PUB DATE- Jan 92

NOTE- 761p.

LANGUAGE- English

EDRS Price- EDRS Price - MF04/PC31 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- *Associate Degrees; *Bachelors Degrees; Community Colleges; *Enrollment Trends; Ethnic Groups; Ethnicity; Full Time Students; Higher Education; Minority Groups; Part Time Students; Race; School Holding Power; State Universities; *Student Attrition; Transfer Students; Two Year Colleges

IDENTIFIERS- *State University of New York

This document presents information on attrition and retention of students in the State University of New York (SUNY) for the class of 1988. Other types of data provided include partial history of other cohorts, and trends in attrition and retention since 1977. The data were collected through a SUNY 1990 Attrition/Retention Survey of constituent institutions. The report is organized in four parts. Part 1 provides attrition, retention and graduation information for students enrolled in Baccalaureate Degree Programs entering in fall 1984 through 1989. Data is presented for: (1) full-time, first-time students; (2) full-time, first-time students by race and ethnicity; (3) full-time, first-time opportunity students by race and ethnicity; (4) full-time transfer students in; and (5) full-time, upper and lower division transfers by race/ethnicity. Part 2 contains similar information for students enrolled in a SUNY Associate Degree Program. Part 3 includes Baccalaureate trend data for the SUNY institutions as of the fall 1990 semester for full-time, first-time students, classes from fall 1977 through fall 1990. Part 4 provides Associate trend information for full-time first-time students, classes of fall 1977 through fall 1990. All tables include headcount and percentage data from a SUNY system perspective, by institutional type and by campus. (JB)

ED 343 523 HE 025 390

Non-Credit Instructional Activities, January 1, 1991 through June 30, 1991 with Trend Information from 1983.
PUB DATE- Jan 92
NOTE- 623p.
LANGUAGE- English
EDRS Price- EDRS Price - MF03/PC25 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Education; Continuing Education; *Enrollment; Enrollment Trends; Noncredit Courses; Postsecondary Education
IDENTIFIERS- *State University of New York

This report presents data from a biannual survey of non-credit instructional activities at constituent institutions of the State University of New York (SUNY) in 1991. Non-credit instruction provides educational support mostly to adults who may be considering a career change or career advancement and also provides job skills training in association with local busineses and industries. Part I includes information on non-credit activities and registrations by subject area, target clientele, organizing unit, type of instructional activity, faculty status, and funding source. Part II provides non-credit trend data from 1983 through June 1991 by subject areas, number of registrations, and target clientele. Part III provides a listing of all non-credit activities offered at SUNY colleges and universities from January 1, 1991 through June 30, 1991 by the following subject areas: agriculture and forestry, applied arts, architecture, arts, biological sciences, business and management, education, engineering, health sciences, home economics, humanities, law, liberal arts, library services, mathematics, physical education, physical sciences, public services, social and behavioral sciences, veterinary medicine, and avocational instruction. Part IV is an appendix containing a map of the SUNY institutions and a chronology of their establishment. Part V is a publications list. (JB)

ED 343 524 HE 025 392

Cunningham, James J.; Emukah, Reginald
Job Involvement as It Relates to Staff-Management Relations in University Administration.
PUB DATE- 90
NOTE- 8p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Administration; Higher Education; *Individual Characteristics; Job Performance; *Job Satisfaction; Services; State Universities; Tenure; Work Environment
IDENTIFIERS- *Job Involvement; Texas

A study was done of individual job involvement as it affects support services in some areas of higher education. The basic research question was: Given selected personal characteristics of support services staff members and certain situational characteristics, which set of variables would most effectively account for the variations in the degree to which staff members are involved in their respective jobs? The study involved a survey distributed to staff members at the Business Office, Library, Financial Aid Office, and Student Services Department on four campuses of two Texas state universities. Of the original sample, 49 percent or 99 individuals returned the survey. The study determined the extent to which sex, age, level of education, length of time in current job and nine staff-management activities influence the degree of job involvement. The results indicated that sex, age, level of education, length of time in the current job, and employee-management interaction were differentially associated with job involvement. In particular, age and sex were associated with job involvement while level of education suppressed the effect of age and sex factors for job involvement. For management, recognition was the key and principal source of variation in job involvement. (15 references) (JB)

ED 343 525 HE 025 393

Intercollegiate Sports: Hearings before the Subcommittee on Commerce, Consumer Protection, and Competitiveness of the Committee on Energy and Commerce. House of Representatives, One Hundred Second Congress, First Session (June 19, 1991--Overview; July 25, 1991--Academics and Athletics; September 12, 1991--Historically Black Colleges and Universities).

PUB DATE- 92
NOTE- 220p.; Serial No. 102-70. Some pages contain small/light print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Achievement; *Black Colleges; Broadcast Industry; *College Athletics; Educational Finance; Federal Legislation; Federal Regulation; Higher Education; *Intercollegiate Cooperation; State Universities
IDENTIFIERS- National Collegiate Athletic Association

The Subcommittee on Commerce, Consumer Protection and Competitiveness of the House Committee on Energy and Commerce met on three occasions to hear testimony on intercollegiate sports and in particular on proposed legislation to regulate college sports, to assure due process in investigations of the National Collegiate Athletic Association (NCAA), and other issues such as college sports at historically black colleges and universities, and treatment of women's athletics. All three hearings were held in Washington, D.C. The first hearing included witnesses Creed Black. President of the Knight Foundation Commission on Intercollegiate Athletics, David P. Roselle of the University of Delaware, head coaches from universities in Nevada and Louisiana, a writer and sports investigator Dan Yaeger, and various legislators. This hearing touched on broad issues of abuse within college athletics and the regulation of athletics. The second hearing concerned academics and athletics, particularly with regard to how well or poorly institutions served the students they recruited to play athletics. Witnesses included university administrators, a spokesman for Senator Terry Sanford of North Carolina, Mississippi Senator Thad Cochran, the chairman of the NCAA Presidents Commission, head coaches from state universities, and officials of the Knight Commission and the Center for the Study of Sport in Society. The final hearing addressed issues of the historically black colleges and universities and their participation or lack of participation in the national sports scene as it is broadcast on television. Witnesses included officials from the NCAA, coaches, university executives, Education Department researchers, Renaissance Foundation executives and others. Included are the prepared statements of the witnesses and supporting statements and documents. (JB)

ED 343 526 HE 025 394

Davis, Barbara; And Others
The Library of Teaching Improvement Packets (TIPS) for Preparing Personal Teaching Improvement Guides: 24 Item Edition.
PUB DATE- 86
NOTE- 87p.; For a companion user's manual, see HE 025 395.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Assignments; *Classroom Techniques; College Faculty; Guidelines; Helping Relationship; Higher Education; *Instructional Improvement; Questionnaires; Staff Development; Student Attitudes; *Student Evaluation of Teacher Performance; Student Motivation; *Teacher Improvement; *Teaching Methods

This document presents a collection of specific ideas addressing 24 teaching practices appropriate for developing Personal Teaching Improvement Guides, an individualized approach to improving teaching in colleges and universities. The ideas came from teachers at the University of California (Berkeley) whose teaching was highly rated by students. The Personal Teaching Improvement Guides are compiled to reflect those specific areas in which student ratings indicate a teacher is weak. Specific teaching practices covered include: discussing points of view other than your own; discussing recent developments in the field; emphasizing conceptual understanding; explaining clearly; being well prepared; giving lectures that are easy to outline; summarizing major points; stating objectives for each class session; identifying what you consider important; encouraging class discussion; inviting students to share their knowledge and experiences; knowing if the class is understanding you or not; having students apply concepts to demonstrate understanding; showing genuine interest in students; giving personal help to students having difficulties; relating to students as individuals; being accessible to students out of class; and keeping students informed of their progress. (DB)

ED 343 527 HE 025 395

Wilson, Robert C.

The Personal Teaching Improvement Guides Program: A User's Manual and A Berkeley Personal Teaching Improvement Guide--Sample.

PUB DATE- 87
NOTE- 44p.; For the original program document, see HE 025 394.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Assignments; *Classroom Techniques; College Faculty; Guidelines; Higher Education; *Instructional Improvement; Lecture Method; Questionnaires; Staff Development; Student Attitudes; *Student Evaluation of Teacher Performance; Student Motivation; *Teacher Improvement; *Teaching Methods
IDENTIFIERS- University of California Berkeley

These two documents present (1) a user's guide to the Personal Teaching Improvement Guides Program developed at the University of California, Berkeley and (2) a sample guide. The program uses results of student evaluations (keyed to 24 teaching practices) and descriptions of successful teaching practices to individualize instructional improvement for each faculty member. Provided are instructions for the eight steps needed to implement the program including recruiting faculty members or departments, administering the student questionnaires, generating teacher description profiles, and assembling and distributing the Personal Teaching Improvement Guides for areas rated weak by students. The sample includes the student evaluation results and four "teaching improvement packets" in the specific areas identified by the student evaluations as weak. It includes a guide for their use, a worksheet to encourage specific improvement planning by instructors, and the specific ideas (obtained from interviews with Berkeley teachers rated highly by their students). The sample teaching improvement packets cover: knowing if the class is understanding you or not; having an interesting style of presentation; motivating students to do their best work; and giving interesting and stimulating assignments. (DB)

ED 343 528 HE 025 396

Eberly, Donald J.
National Service: A Promise to Keep.
PUB DATE- 88
NOTE- 254p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Community Services; Educational Trends; Federal Legislation; Federal Programs; Higher Education; *Policy Formation; United States History; *Volunteers
IDENTIFIERS- *National Service; Peace Corps

This book presents an autobiographical look at one man's first-hand experience with the evolution of national service from 1945 through 1988. Throughout the account significant documents and articles by the author and others are included such as newspaper and magazine articles, significant correspondence from national and government leaders, and congressional hearing testimony. The chapters are as follows: (1) "1946-1950: High School and College, The Impact of War, An Idea Takes Root"; (2) "1951-1960: Service in the Army, Service in Nigeria, National Service"; (3) "1961-1967: The Peace Corps, Return to Nigeria, The First National Service Conference"; (4) "1967-1971: Service Learning, A Bill for National Service, A National Service Project"; (5) 1971-1980: The Pilot Project Succeeds, Working with the Roosevelts, Youth Service in Britain, China and Cuba"; (6) "1981-1988: Alternative Service: Fostering Local Service Initiatives, A Coalition is Formed." A final chapter presents reflections on past achievements and failures along with suggestions for what may be in the future. Included is a table of exhibits of the documents included in the text, a 70-item bibliography, and an index. (JB)

ED 343 529 HE 025 3

Hines, Edward R.
Appropriations: State Tax Funds for Operating Expenses of Higher Education 1987-1988.
PUB DATE- 89
NOTE- 32p.; For related documents, see HE 025 399-401.
LANGUAGE- English
EDRS Price- EDRS Price MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Finance; Educational Trends; Expenditures; Financial Support; Higher Education; Scholarship Funds; State Agencies; *State Aid; State Colleges; *State Legislation; State Programs; State Universities; Student Loan Programs

This report presents an overview and a preliminary analysis of the legislative decisions made during 1987 for the 1988 fiscal year (FY) on state tax appropriations for higher education in the 50 states. The data are aggregated from GRAPEVINE, a monthly research report of state tax appropriations for operating expenses of higher education. Following an introduction, a retrospective on higher education appropriations for FY 1988 discusses nationwide gains, 2-year gains among the states and "billion-dollar states," i.e., states appropriating more than a billion dollars for higher education annually (currently, 10 such states exist). Other sections discuss the data by region and analyze trends in state higher education support. At the end of the discussion portion of the report, a section called "What the Figures Are Intended To Mean" provides a framework for the collection and presentation of data. The bulk of the publication consists of tables of data for each state. In the main, each table details appropriations to individual higher education institutions including funds for scholarhips and sums destined for higher education but appropriated to some other state agency for miscellaneous types of support to institutions or to students. For each table there is not only a column for 1988 but also a column of data for the previous fiscal year which incorporates all revisions provided to GRAPEVINE by the state. (JB)

ED 343 530 HE 025 399

Hines, Edward R.
Appropriations: State Tax Funds for Operating Expenses of Higher Education 1988-1989.

PUB DATE- 90
NOTE- 33p.; For related documents, see HE 025 398-401.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Finance; Educational Trends; Expenditures; Financial Support; Higher Education; Scholarship Funds; State Agencies; *State Aid; State Colleges; *State Legislation; State Programs; State Universities; Student Loan Programs

This report presents an overview and a preliminary analysis of the legislative decisions made during 1988 for the 1989 fiscal year on state tax appropriations for higher education in the 50 states. The data are aggregated from GRAPEVINE, a monthly research report of state tax appropriations for operating expenses of higher education. Following an introduction and retrospective of 1989, an overview of higher education appropriations discusses nationwide gains, 2-year gains among the states and "megastates," i.e., states with large, expensive higher education systems that appropriate more than one billion dollars a year for those systems. Other sections discuss the data by region and analyze trends in state higher education support. At the end of the discussion portion of the report a section called "What the Figures Are Intended to Mean" provides a framework for the collection and presentation of data. The bulk of the publication consists of tables of data for each state. In the main, each table presents appropriations to individual higher education institutions including funds for scholarships and sums destined for higher education but appropriated to some other state agency for miscellaneous types of support to institutions or to students. For each table there is not only a column for 1989 but also a column of data for the previous fiscal year which incorporates all revisions provided by the state. (JB)

ED 343 531 HE 025 400

Hines, Edward R.
Appropriations: State Tax Funds for Operating Expenses of Higher Education 1989-1990.
PUB DATE- 91
NOTE- 34p.; For related documents, see HE 025 398-401.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Finance; Educational Trends; Expenditures; Financial Support; Higher Education; Scholarship Funds; State Agencies; *State Aid; State Colleges; *State Legislation; State Programs; State Universities; Student Loan Programs

This report presents an overview and a preliminary analysis of the legislative decisions made during 1989 for the 1990 fiscal year on state tax appropriations for higher education in the 50 states. The data are aggregated from a monthly research report of state tax appropriations for operating expenses of higher education. Following an introduction and retrospective of 1990, an analysis of trends in state higher education support discusses nationwide gains, 2-year gains among the states, and the "megastates" (i.e., those heavily populated states that annually appropriate more than one billion dollars for higher education); a regional view of fiscal year 1990 is also provided. There follows a look at regional and revenue variations among the states, a look at additional considerations and a comparison of higher education finance measures. A table ranks the states for appropriations per capita and per $1,000 personal income. A section called "What the Figures Are Intended To Mean" provides a framework for the collection and presentation of data. The bulk of the publication consists of tables of data for each state. In the main, each table presents appropriations to individual higher education institutions including appropriations for scholarships and sums destined for higher education but appropriated to some other state agency for miscellaneous types of support to institutions or to students. For each table there is not only a column for 1990 but also a column of data for the previous fiscal year which incorporates all revisions provided by the state. (JB)

ED 343 532 HE 025 401

Hines, Edward R.

Appropriations: State Tax Funds for Operating Expenses of Higher Education 1990-1991.

PUB DATE- 92

NOTE- 44p.; For related documents, see HE 025 398-400.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Finance; Educational Trends; Expenditures; Financial Support; Higher Education; Scholarship Funds; State Agencies; *State Aid; State Colleges; *State Legislation; State Programs; State Universities; Student Loan Programs

This report presents an overview and a preliminary analysis of the legislative decisions made during 1990 for the 1991 fiscal year on state tax appropriations for higher education in the 50 states. The data are aggregated from a monthly research report of state tax appropriations for operating expenses of higher education. Following an introduction a retrospective of 1991 discusses nationwide gains, 2-year gains among the states, and the "megastates" (i.e., those heavily populated states that annually appropriate more than one billion dollars for higher education); a regional view of fiscal year 1991 is also provided. An analysis of trends in state higher education support looks at regional and revenue variations among the states, state support to student financial aid, community colleges and principal state universities, and state budgeting concerns. There is also a comparison of higher education finance measures. A table ranks the states for appropriations per capita and per $1,000 personal income. A section "What the Figures Are Intended To Mean" provides a framework for the collection and presentation of data. The bulk of the publication consists of tables of data for each state, each table presenting appropriations to individual higher education institutions including appropriations for scholarships and sums destined for higher education but apporpriated to some other state agency for miscellaneous types of support to institutions or to students. For each table there is column for 1991 and a column for the previous fiscal year. (JB)

ED 343 533 HE 025 402

Headcount Enrollment, Degrees Awarded, Institutional Finance, and Faculty Salaries. A Factual Look at Higher Education in Nebraska.

PUB DATE- 92
NOTE- 267p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Rank (Professional); Age; Community Colleges; Degrees (Academic); Educational Finance; Educational Trends; Enrollment; Ethnicity; Expenditures; *Higher Education; Income; Private Colleges; Public Colleges; Sex; Teacher Salaries; Two Year Colleges
IDENTIFIERS- *Nebraska

This report provides statistical data related to headcount enrollment, degrees awarded, institutional finance, and faculty salaries at Nebraska's 13 public and 17 independent colleges and universities through fall, 1991. The data were taken directly from the Integrated Postsecondary Education Data System survey forms submitted annually by the public and independent institutions. Following an introduction, a map shows the distribution of institutions across the state. A section of headcount enrollment data presents figures by total/full-time and part-time enrollment, by level of instruction, by undergraduate/graduate status, by age, and by ethnic category, and also gives a statewide 5-year profile. A section on degrees awarded presents data by sector and institution, by degree level, by ethnic category, by major discipline grouping, by statewide 5-year profile, and by subject area within institutions. An institutional finance section presents figures by revenue source; by expenditure category; by institution; and also provides a 5-year profile by state, sector, and institution. The final section on faculty salaries offers data by sector and institution; by institution and rank; by institution, rank and gender; and also shows percent by rank within institution; and percent tenured. (JB)

ED 343 534   HE 025 403

Educational Plant Survey: Florida Agricultural and Mechanical University, April 1-5, 1991.

PUB DATE- 91
NOTE- 85p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Facilities; Educational Facilities Improvement; *Educational Facilities Planning; Enrollment Trends; Expenditures; Higher Education; Long Range Planning; State Universities
IDENTIFIERS- *Florida A and M University

This publication is the report of findings of the educational plant survey for Florida Agricultural and Mechanical University conducted in April, 1991. Following a description of the survey team and a preface, Section I describes the statutory foundations, procedural policies, and cooperative processes for the educational plant survey. Section II offers an historical overview of the institution and a statement of purpose. Section III gives an analysis of the student population in planned enrollment and capital outlay by lower and upper level undergraduate, by discipline, and by full-time equivalent student enrollment, and also provides an analysis of planned enrollment change from 1990-91 to 1995-96. Section IV looks at academic programs, the colleges and schools, and the degree offerings. Section V presents an inventory of existing sites and buildings through description and maps, and through specifying types and amounts of space, and square footage. Section VI describes a proposed plan for housing programs, student personnel, and services for the coming 5-year period which includes recommendations for changes and additions to existing plants to provide for future needs. Section VII analyzes capital outlay finances including revenue sources. The final section offers recommendations for the main campus and standard university-wide recommendations. (JB)

ED 343 535   HE 025 410

Cornesky, Robert; And Others
Implementing Total Quality Management in Higher Education.
PUB DATE- 91
NOTE- 154p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

(055)
DESCRIPTORS- Colleges; *Educational Improvement; *Educational Planning; *Educational Quality; Excellence in Education; *Higher Education; Holistic Approach; *Program Development; Resource Allocation; Universities
IDENTIFIERS- *Quality Assurance; Total Quality Management

This document offers administrators a concise approach to the various theories of total quality management (TQM) and the tools necessary to implement these theories at postsecondary educational institutions. The book is divided into four chapters. Chapter 1 introduces the principles of TQM by briefly: (1) reviewing the ideas of TQM leaders; and (2) discussing how their ideas might apply to institutions of higher education. Chapter 2 examines the common elements of the quality experts' ideas and suggests how they may be applied to institutions of higher education. Chatper 3 suggests an expeditious method to obtain a baseline from which to begin a total quality improvement program. The method uses a nationally recognized tool (from the Malcolm Baldrige Award) to evaluate an institution's quality index. The suggested method can be used to rate either an entire institution or a single department/unit. Finally, the fourth chapter examines the conditions necessary for establishing a total quality culture in colleges and universities. These are: (1) education and administrative commitment; (2) education and commitment of faculty and staff; (3) establishment of trust; (4) establishment of pride in workmanship; and (5) changes in the institutional culture. Contains 22 references and a 597-item bibliography. (GLR)

ED 343 536   HE 025 411

A University Community Approach to Alcohol and Other Drugs. Phase One Report of The University of Michitan Task Force on Alcohol and Other Drugs: The "Rollicking Crew" Revisited.

PUB DATE- 1 May 91

NOTE- 98p.; This report is part of a collection of programs, policies and curricula developed by members of the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse, a coalition of institutions sponsored by the Department of Education, Office of Educational Research and Improvement in response to the 1989 Drug Free Schools and Communities Act. For related documents, see ED 332 572-593 and ED 337 115-125.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Advertising; Alcohol Abuse; *College Students; *Drinking; Drug Abuse; Drug Education; *Drug Use; Drug Use Testing; Guidelines; Higher Education; Insurance; Intervention; Needs Assessment; *Policy Formation; Prevention; Sanctions; *School Role; School Security

IDENTIFIERS- *Network for Drug Free Colleges; *University of Michigan Ann Arbor

This report discusses the need for an alcohol and drug use prevention program at the University of Michigan and presents findings from a task force that was established to investigate the problem of student alcohol and other drug use and identify areas where priority should be given for action. The opening section of the report presents the overall task force findings, the principles that underlie the recommendations that were made, and the major recommendations that need to be addressed that will shape the implementation process. This is followed by several sections that examine in more detail the specific areas or issues that affect multiple segments of the University, or that are likely to be especially controversial. Also included are more detailed recommendations about specific units, sub-units, University functional areas, settings, and populations that were presented in reports from the Prevention and the Identification and Intervention committees. The appendices include the reports from various prevention, policy, and university units, as well as transcripts of hearings that were held concerning the views of the university and the community. Contains an index. (GLR)

ED 343 537 HE 025 412

Boice, Robert
The New Faculty Member: Supporting and Fostering Professional
Development.
PUB DATE- 92
NOTE- 376p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position
Papers/Essays (120)
DESCRIPTORS- *College Faculty; *Faculty College Relationship;
*Faculty Development; Faculty Handbooks; Helping Relationship;
Higher Education; Mentors; Organizational Climate; Skill
Development; *Teacher Improvement; Teacher Orientation; Teacher
Recruitment; Tenure

This book offers a range of proven support strategies designed to help new faculty members thrive. Suggestions range from campuswide programs for nurturing newcomers to projects that help them to help themselves. Outlined is a structured mentoring program to build collegiality through social support networks. Also presented are specific techniques for helping new faculty find time, fluency, and balance as writers, including advice on dealing with editorial evaluations or rejections. Additionally detailed is a variety of self-help projects, including exercise and mood management groups run largely by new faculty, as well as faculty handbooks and newsletters. The book is divided into three parts. Chapters in Part One deal with the three obstacles facing most new faculty: collegiality, teaching, and writing. The chapters contained in Part Two, which moves from observation to intervention, portray new faculty overcoming obstacles, as colleagues, teachers, and scholarly writers in structured programs. Finally, chapters in Part Three discuss ways of building an institutional support system. The resource section at the end of the book presents the questionnaire used for the interviews of new faculty discussed throughout. Contains 322 references and an index. (GLR)

ED 343 538 HE 025 413

Fiscal Officer Training Workshop Trainee Guide.
PUB DATE- 91
NOTE- 684p.
LANGUAGE- English
EDRS Price- EDRS Price - MF04/PC28 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Accounting; Case Studies; Higher Education; Instructional Materials; *Program Administration; *Recordkeeping; Student Financial Aid Officers; *Student Loan Programs; Teaching Guides; Transparencies; Workbooks; *Workshops
IDENTIFIERS- Higher Educaton Act Title IV

This manual provides instructional information for conducting a 2-day workshop aimed at training fiscal officers concerning their role in administering Title IV student financial aid. The workshop focuses on essential procedures, requirements, and responsibilities for proper fiscal officer administration of Title IV programs; and offers guidance for those whose responsibilities include fiscal recordkeeping, accounting, and reporting for these programs. The guide for each session begins with an overview and presents the main objectives of the session followed by orienting questions designed to provide some concrete examples of areas that the session will cover. The greater part of the section describing each session is presented in a two-column format that provides lecture notes and helpful references as well as exercises and case studies for individual and group work. Each session section concludes with a brief summary of the topics that have been covered, including a complete set of the overhead transparencies that are used by the instructor. Finally, model answers to the main exercises and case studies are given in the Answer Section at the back of the guide. (GLR)

ED 343 539 HE 025 414

Bergquist, William H.
The Four Cultures of the Academy.
PUB DATE- 92
NOTE- 260p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Collective Bargaining; *College Administration; *College Environment; Colleges; Collegiality; Faculty College Relationship; Faculty Development; Higher Education; Leadership; *Organizational Climate; *Quality of Working Life; Universities

This book presents a comprehensive analysis of four distinct cultures in higher education (collegial, managerial, developmental, and negotiating) to show how the image, traditions, and character of institutions are shaped by the four cultures interacting within them. Chapter One presents an overview of the concept of organizational culture and provides a summary description of each of the four cultures of the academy. Chapter Two examines the institutional aspects of the collegial culture. In chapter three, an assessment is made of the impact of the collegial culture on individual faculty members by looking at their role, their responsibilities, and the realties of academic life. Chapters Four and Five contain a similar examination of the managerial culture, and chapters six and seven concern the developmental culture. Chapters Eight and Nine concentrate on the negotiating culture, and each of these chapters concludes with a case study of a specific collegiate institution or faculty member and relate the case study to the preceding cultural analyses. The final three chapters consider the four academic cultures in relation to several other models of organizational life and change. Contains 132 references and an index. (GLR)

ED 343 540 HE 025 415

Chan Kopka, Teresita L.

Characteristics of Doctorate Recipients: 1979, 1984, and 1989. E.D. TABS.

PUB DATE- Jan 92
NOTE- 106p.; Some tables may not reproduce well due to small/faint print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; *Doctoral Degrees; *Economic Status; Employment; *Financial Needs; Foreign Nationals; Higher Education; *Student Characteristics; *Student Financial Aid; Surveys; Tables (Data); Trend Analysis; Units of Study

This report on doctorate recipients presents detailed data (90 percent of the document) from the 1979, 1984, and 1989 Surveys of Earned Doctorates. Aggregate data for academic years 1966 to 1989 are displayed in table 1 to show the changes in the number of education and total doctorate degrees covered by the survey. Data from other tables show the demographic characteristics of doctorate recipients such as sex, age, race/ethnicity, marital status, and citizenship; as well as the program areas and fields of specialization in education; the personal background characteristics of dependents and educational attainment of parents; and economic variables, including sources of support during graduate study, amount of debt outstanding at time of graduation, and postgraduation employment status. Among the survey findings highlighted are the following: (1) among 11 program areas, education registered the highest percentage share of doctorates in the years under study, but its share is shrinking from 23.6 percent to 18.3 percent over the most recent 3-year period; (2) 10 or more years elapsed from year of baccalaureate to year of doctorate for 56.8 percent of 1989 graduates with 90.1 percent of education recipients taking this amount of time; (3) 50 percent of the 1989 doctorate recipients planned to work in academe and another 17.9 percent planned to work in industry; and (4) 26.1 percent of doctorate recipients were non-U.S. citizens. (GLR)

ED 343 541 HE 025 416

Student Financial Aid: Characteristics of Jobs Provided through the College Work-Study Program. Briefing Report to the Honorable Harris Wofford, U.S. Senate.

PUB DATE- Feb 92

NOTE- 25p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - General (140),Numerical/Quantitative Data (110)

DESCRIPTORS- College Students; *Employment Opportunities; Financial Needs; Higher Education; Income; National Surveys; *Occupational Information; Program Effectiveness; Resource Allocation; Student Educational Objectives; *Work Study Programs

This report presents information concerning jobs funded through the College Work-Study (CWS) program, a program that provides part-time employment to students needing financial assistance to help defray the costs of attending a postsecondary educational institution. Almost 95 percent of the students' CWS earnings for the 12-month period ending June 30, 1990, were from on-campus jobs. Officials from the institutions with the largest CWS allocations estimated that these jobs, such as telephone answering and filing, were often not directly related to the students' fields of study. Also, while only 5 percent of the CWS earnings nationwide resulted from off-campus employment, officials indicated off-campus jobs, such as tutoring elementary school students, were more often directly related to the students' fields of study. It is noted that nationally, only 0.2 percent of CWS earnings went to students working in Community Service Learning (CSL) jobs. Although many institutions did not have a CSL program, some of their CWS jobs did provide service to low-income individuals. Appendices (70 percent of the report) contains supportive data. (GLR)

ED 343 542 HE 025 417

Stafford Student Loan Program. Correspondence Schools' Loan Volume Declines Sharply. Fact Sheet for the Chairman, Committee on Labor and Human Resources, U.S. Senate.

PUB DATE- Mar 92

NOTE- 16p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - General (140)

DESCRIPTORS- College Students; *Correspondence Schools; Federal Government; Financial Support; Higher Education; *Loan Default; *Loan Repayment; Paying for College; Postsecondary Education; *Student Financial Aid

IDENTIFIERS- *Stafford Student Loan Program

This report examines the extent to which correspondence schools participate in the Stafford Student Load Program and the rates at which students from these schools default on their student loans. It is revealed that the average borrower default rate for students attending correspondence schools was more than double the rate, 42.2 percent versus 18.3 percent, for all schools participating in the Stafford program during fiscal years 1987-89. Thirty correspondence schools were eligible to participate during this period and their students received about $743 million in student loans. However, 16 of these schools (accounting for 91 percent of the $743 million in loan volume) no longer participate in the program. It is noted that if these 16 schools are excluded, the average default rate for correspondence schools drops to 27.8 percent. Appendices include the loan volumes for students attending correspondence schools between fiscal years 1987-89; and student loan default rates for correspondence schools that participated, including those that no longer participate, in the Stafford Loan Program in fiscal years 1987-89. (GLR)

ED 343 543 HE 025 418

Martin, Julia
Student Financial Aid for North Carolinians.
PUB DATE- Oct 91
NOTE- 49p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Directories; *Federal Aid; Financial Support; Higher Education; *Paying for College; Program Descriptions; *Scholarship Funds; *State Aid; State Colleges; State Universities; *Student Financial Aid; Tuition
IDENTIFIERS- *North Carolina

This guide provides information about the various college student loan programs that exist and are available for use within North Carolina. Listed are specific programs that are available from the Federal, State, and private sectors. When possible, the following information is provided with each program: (1) eligibility requirements; (2) the program's dollar value to the applicant; and (3) application procedures. The Appendix contains four sections, each providing the names, addresses, and telephone numbers of the various postsecondary educational institutions within the state: public postsecondary institutions; community colleges; non-profit postsecondary institutions, junior colleges, and proprietary schools licensed by the state; and bible colleges and seminaries. Contains an index. (GLR)

ED 343 544 HE 025 420

Hall Christine; Atnip, Carol
Rewarding Part-time/Adjunct Faculty: The Senior Lecturer Program.
PUB DATE- May 92
NOTE- 12p.; Paper presented at the Annual Conference of the National Association for Developmental Education (16th, San Antonio, TX, February 26-March 1, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; *Employment Level; Faculty College Relationship; Higher Education; *Incentives; *Part Time Faculty; *Professional Recognition; Program Descriptions; Status; Teacher Morale; *Teacher Motivation; *Teacher Promotion
IDENTIFIERS- University of Louisville KY

This paper discusses the use of part-time faculty or adjunct faculty at the University of Louisville (Kentucky); the challenges they present to program administrators, including their retention and meaningful involvement in program activities; and how the university motivates them. It is noted that part-time faculty differ in terms of their characteristics and motivation for teaching and require a reward system that responds to these differences. Examined is a series of incentives and rewards, through the Senior Lecturer Program, that was established by the school within the Preparatory Division for the part-time lecturers who teach developmental courses. The Senior Lecturer Program recognizes the experience and service of teachers by providing senior status to qualified lecturers who have taught for 3 years. The application process involves submitting documentation in three areas: excellent teaching service, significant program contributions, and professional development activities. Once approved for senior lecturer status, individuals receive selected benefits, including an increased rate of compensation. It is suggested that the Senior Lecturer Program illustrates one way to provide a reward system for part-time faculty and promote the integration of this important group. Contains 10 references. (GLR)

ED 343 545 HE 025 427

Student Indebtedness and Financial Aid in the Public Sector. Report and Recommendations.

PUB DATE- Mar 92

NOTE- 75p.; Prepared in response to Specific Appropriation 577A of the 1991 General Appropriations Act, Chapter 91-193, Laws of Florida.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - General (140)

DESCRIPTORS- College Students; Comparative Analysis; Federal Aid; *Financial Support; Higher Education; *Loan Repayment; Paying for College; Public Schools; State Universities; *Student Financial Aid

IDENTIFIERS- *Debt (Financial); *Florida

This report presents findings of an analysis of the debt incurred by college graduates from student loans and of the ability of Florida residents who graduate from state institutions to repay this debt within discretionary income. Further reported are recommendations for a systematic procedure for determining the need for increased funding of need-based student financial aid. Among the findings reported are the following: (1) the debt burden of the State University System (SUS) loan recipient graduates (approximately 4.0 percent) was not excessive according to national standards; (2) while gender differences were minimal among SUS borrowers, race differences were more noteworthy in that blacks were twice as likely to borrow as white students and accumulated more debt than other students; and (3) borrowing money did not have a negative effect on a student's grade point average or time to graduation. Also reported are results of an indebtedness study which showed that students graduating, continuing, or dropping out of one of the nine state universities between 1985 and 1990 did not, when compared to national averages, incur an excessive amount of loan indebtedness; but that private or proprietary institutions, however, showed higher student indebtedness. Significant increases in all types of future loans are anticipated. Issues and recommendations are discussed. Appendices include data tables and the financial aid survey instrument. (GLR)

ED 343 546   HE 025 428

Greenberg, Arthur R.
High School-College Partnerships: Conceptual Models, Programs, and Issues. ASHE-ERIC Higher Education Report No. 5, 1991.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 125p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - General (140)
DESCRIPTORS- Achievement; Articulation (Education); College Preparation; *College School Cooperation; *Educational Cooperation; Enrollment; Higher Education; High Schools; Models; Program Descriptions; *Program Development; Secondary School Teachers; Teacher Improvement

The difficulties, mutual interests, and development of successful collaboration between high schools and colleges in achieving better access to and preparedness for higher education of the nation's high school graduates are addressed. It is noted that an increasing awareness of the changing student population, democratization of higher education admissions policies, the general lack of college-level academic skills, and a need for new models of inservice staff development for high school teachers, all point to an increasing interest in more intensive and successful secondary and postsecondary school partnerships. Factors such as the historical separation between secondary and postsecondary schools have created roadblocks to successful partnerships; it is noted that these inhibitors can be overcome. Examined are examples of high school-college partnerships, such as concurrent-enrollment models; enrichment, compensatory, and motivational designs; Academic Alliances and other teacher-to-teacher approaches; preservice teacher education; mentoring/tutoring models; and school improvement and restructuring efforts. Five key recommendations for developing any high school-college partnership are discussed: (1) identify the student population and program goals: (2) contact local high schools and school districts; (3) determine costs; (4) develop community support; and (5) evaluate the program improvement. Contains 112 references and an index. (GLR)

Higher Education Opportunities for Minorities and Women--Annotated Selections. 1991 Edition.

PUB DATE- 91
NOTE- 151p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Directories; *Educational Opportunities; *Females; Graduate Study; *Higher Education; *Minority Groups; Postdoctoral Education; Publications; *Student Financial Aid; Undergraduate Study

This publication presents information regarding higher education opportunities for minorities and women, progressing from general to specific information. All information is sequenced in an alphabetical order by title or description of the listing. Section I contains general information about books, brochures, lists, and publications that describe a variety of higher education opportunities many of which solicit, give preference to, and/or advertise to minority applicants. The listings include prices when available and addresses to write to for further information. (It is noted that many of the publications can be found in public, college, or high school libraries, or obtained from guidance counselors or other student personnel or financial aid workers.) Section II lists general undergraduate opportunities that do not specify an academic area or that are available in more than one academic area. Section III lists undergraduate opportunities by academic area. Section IV includes general graduate opportunities that either do not specify academic areas or apply to multiple academic areas. Section V includes graduate opportunities listed by academic area, and Section VI lists all postdoctoral opportunities without regard to academic area or alphabetical order. (GLR)

ED 343 548 HE 025 430

The Student Guide. Financial Aid from the U.S. Department of Education: Grants, Loans, and Work-Study, 1991-92.
PUB DATE- 91
NOTE- 58p.
LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Federal Aid; Financial Support; Grants; Guidelines; Higher Education; Information Sources; Loan Repayment; *Paying for College; Program Descriptions; Program Guides; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- College Work Study Program; *Pell Grant Program; Perkins Loan Program; *Stafford Student Loan Program; Supplemental Educational Opportunity Grants

This guide describes Federal student aid programs, how to apply for them, and what these programs entail. Guidelines are provided on the ways to find out about student financial aid that is available and how to choose a school carefully. Additionally examined are student eligibility requirements, financial need rules, dependency status, steps in applying for a loan (forms and information needed), deadline dates, and special financial circumstances that affect loan amounts and family contributions. Telephone numbers for the Federal Student Aid Information Center are also provided along with what information is available. Finally, detailed information is provided on a variety of loan programs that are available, such as the College Work-Study program, Pell Grants, Stafford Loans, Perkins Loans, and Supplemental Educational Opportunity Grants. Among the information discussed for each of the these loan types are the loan amount that can be borrowed, loan repayment information, how to apply and, when and how payments are made, and loan defaulting. (GLR)

ED 343 549 IR 015 294

Chapter 1 Information Management Program. User's Guide.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Compensatory Education Programs.
PUB DATE- Oct 90
NOTE- 107p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Managed Instruction; *Computer Software; *Educational Administration; Elementary Secondary Education; *Information Management; Information Storage; *Recordkeeping; School Districts; Student Records; Worksheets
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

The first of seven chapters in this guide for users of the Chapter 1 Information Management Program (CHIMP) provides an introduction to the program, which was designed to help school districts maintain data and produce reports used in the evaluation of Chapter 1 programs. It is noted that these reports are useful for meeting state and federal reporting requirements, and the types of reports are listed. They cover: student participation counts, annual evaluation achievement information; sustained effect studies, list of students not showing progress for two years, aggregate gains by school, and Chapter 1 staff and full time equivalents. Hardware requirements, instructions for software installation, and instructions for updating an existing CHIMP system are also provided. The remaining chapters include: (1) Getting Started with CHIMP (README file, initial set-up, and getting organized); (2) An Overview of CHIMP (main menu, student information, district information, reports, utilities); (3) Adding and Editing Data (district information, student information); (4) Reports (pull-down menu, pull-down menu with subcategory, selection criteria screens for personal information, student services, test results); (5) Utilities (change program name, delete marked records, change birth field format, reconstruct index files, delete old records, change ID/index, merge files, import ASCII files, restore backup files, delete all records, filter student files, global edits, append service records, printer setup, display addresses); and (6) Technical Information (using CHIMP with multiple school districts, expanded memory, extended memory, trouble shooting, validity checks, technical specifications). Management data entry forms and sample reports are appended. (DB)

ED 343 550 IR 015 301

Indiana's Fourth Grade Project: Model Applications of Technology. Second Year, 1989-90.

SPONS. AGENCY- Indiana State Dept. of Education, Indianapolis. Center for School Improvement and Performance.
PUB DATE- Dec 90
NOTE- 293p.; Includes "Executive Summary," Vol. I: "Report Findings," and Vol. II: "Site Summaries."
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Classroom Environment; *Computer Assisted Instruction; Computer Software; *Grade 4; *Instructional Effectiveness; Interactive Video; Intermediate Grades; Interviews; Microcomputers; Observation; Questionnaires; *Student Attitudes; *Teacher Attitudes; Teacher Role; Teaching Methods; *Use Studies; Worksheets
IDENTIFIERS- *Fourth Grade Computer Project IN

Designed to identify teaching-learning strategies that can be facilitated by the use of technology and to specify factors and configurations that have impact on computer use in the classroom, this second-year study of computer use in Indiana schools focused on the effects of computer use on students and on teachers, the curriculum implications of the use of computers, and logistical factors that contribute to their effective use in schools. The study combined an inferential approach with ethnographic methodology to reveal in as rich detail as possible the characteristics of the teaching-learning experience in classrooms using computer technology. The quasi-experimental design permitted an evaluation of a variety of usage categories as they are implemented in the everyday life of schools, i.e., computer labs, one-computer classrooms, team teaching, application minilabs, computer assisted instruction (CAI) minilabs, a self-contained classroom with computers in a ratio of 2:1, a take-home computer project (Buddy System), and an interactive video project. Data were collected through site visits, achievement test data, and teacher logs. Analyses of the data indicated that both students and teachers had positive attitudes toward the program; most of the teachers had added cooperative learning techniques to their teaching methods; computer use in classrooms where teachers treated the project as an "extra" became routine, sometimes boring, whereas teachers who integrated computer use into the curriculum became more facilitators of instruction than dispensers of information. Conditions contributing to the most successful integration were identified as sites that had Macintosh computers that demanded use of application rather than subject specific software; sites in which computers were rotated into classrooms and teachers found ways to integrate their use into their daily instruction; and one-computer classroom sites where teachers found appropriate software for involving students in cooperative learning and problem solving focused on content areas. Copies of interview probes and forms for test data reports and a project log, detailed descriptions of the usage categories, and a table showing CAI site assignments are appended. This report is preceded by an executive summary and followed by a second volume presenting summaries of individual site visits. (DB)

ED 343 551 IR 015 333

Bliss, Kris

Technology and At-Risk Students: The TLTG Science Project at Robbins.

PUB DATE- Jun 91
NOTE- 17p.; For related reports, see IR 015 334-335.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Attitude Measures; *Computer Assisted Instruction; *Curriculum Development; Delivery Systems; Educational Technology; *High Risk Students; High Schools; Inservice Teacher Education; Instructional Effectiveness; *Interactive Video; Postsecondary Education; *Science Education; *Student Attitudes; Student Characteristics; Tables (Data)
IDENTIFIERS- Student Surveys; Texas Learning Technology Group

The Texas Learning Technology Group (TLTG) is a non-profit organization formed in 1985 by the Texas Association of School Boards, the National Science Center Foundation, and 12 Texas school districts. Believing that science education had become characterized by a shortage of qualified physical science teachers, a high failure rate, a lack of student motivation, and a decreasing number of students enrolling in advanced science courses, the organization established a three-fold mission: (1) to develop high-quality curriculum programs that integrate educational technologies into instructional delivery systems; (2) to evaluate the educational effectiveness of technology-based curricula; and (3) to educate teachers in the use of new technologies and provide support to schools implementing these new curricula. The core of the resulting 15-unit TLTG science program is its interactive video-based instruction. Robbins Secondary School was selected as a site for the TLTG physical science program to determine if interactive video instruction could also enhance the learning of at-risk students. An evaluation of the program found that most students evinced a positive attitude toward the technology provided, felt comfortable using the computer assisted instructional system, enjoyed learning science that way, and felt they were learning the material better using this technology. Survey results also indicated that, despite positive student attitudes, they did not express an interest in continuing science classes. Finally, students' grade equivalent scores on the TAP Science Test were lower than typical for their grade and lower than those of other students at Robbins. A copy of the attitude survey instrument is appended. (3 references) (DB)

ED 343 552 IR 015 334

Bliss, Kristen M.
Chapter 2 Formula: Evaluation Report 1990-91.

PUB DATE- Jun 91
NOTE- 41p.; For related reports, see IR 015 333-335.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Computer Assisted Instruction; Curriculum Development; Elementary Secondary Education; Federal Aid; *High Risk Students; *Instructional Effectiveness; Learning Laboratories; School Surveys; Staff Development; *Student Attitudes; Tables (Data)
IDENTIFIERS- Austin Independent School District TX; *Education Consolidation Improvement Act Chapter 2

Chapter 2 Formula provides federal funds to the states through the Elementary and Secondary Education Act of 1965 (ESEA) as amended by P.L. 100-297 in 1988. Chapter 2 funds can support one or more programs that do the following: meet the educational needs of students with special needs (at-risk and high-cost students); acquire curricular materials; improve schools through innovative programs; enhance the knowledge and skills of teachers through training and professional development; enhance student achievement and excellence through instruction and community service; and provide early childhood, gifted and talented, technology education, community education, and/or youth suicide-prevention programs. In 1990-91, the Austin Independent School District received monies to fund the following programs: (1) Bridge Computer Lab at Read Elementary; (2) WICAT Computer Lab at Blanton; (3) Writing To Read at Blackshear; (4) Comprehensive Competencies Program at Johnston; (5) Extracurricular Transportation; (6) Rainbow Kits; (6) Spanish Academy; (7) Middle Schools Advisory Curriculum; (8) Pre-K Supplements; (9) Technology Education; (10) Multicultural/Special Purpose Buses; (11) Academic Decathlon; (12) Library Resources; and (13) Private Schools. This report provides a program effectiveness summary, descriptions of the programs, and the results of a districtwide staff survey. (5 references) (DB)

ED 343 553 IR 015 335

Marable, Paula; Frazer, Linda
Project A Elementary Technology Demonstration Schools 1990-91. The First Year.
PUB DATE- Jun 91
NOTE- 42p.; For related reports, see IR 015 333-334.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Basic Skills; *Computer Assisted Instruction; Dropouts; Elementary Education; *High Achievement; *High Risk Students; Inservice Teacher Education; Instructional Effectiveness; *Low Achievement; Microcomputers; *Program Implementation; *School Community Relationship; School Districts
IDENTIFIERS- Independent School District TX; *Project A Plus Elemen Tech Demonstration Schools

Project A Elementary Technology Demonstration Schools is a program made possible through grants from IBM (International Business Machines Corporation) and Apple, Inc. The primary purpose of the program is to demonstrate the educational effectiveness of technology in accelerating the learning of low achieving at-risk students and enhancing the education of high achieving students. Four elementary schools in Austin, Texas, were selected to participate in this project: Andrews, Galindo, Langford, and Patton. The overall goal of Project A is to have all students function successfully at or beyond age appropriate grade level. Other goals include reduction of the number of students who are not in age appropriate grade levels, development of teacher education programs to ensure effective implementation of technology, and demonstration to the community of the educational benefits of technology. It is noted that project findings cannot be evaluated in terms of success or failure because of the delayed implementation of the program. The first year of the project resulted in many changes to the original timelines because of the reality of delivery dates for equipment. Students in the four schools began to use the computers as early as January and as late as April. The Evaluation Associate for the project visited the four schools frequently to observe computer use, and information gathered during those visits is included in this report. This report is primarily a description of the process of implementation and a resource of baseline achievement data. (4 references) (DB)

ED 343 554 IR 015 400

Cisler, Steve
The National Research and Education Network: Two Meetings.
PUB DATE- 17 Dec 90
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Networks; Conferences; Federal Government; *Government Role; Hearings; Higher Education; High Schools; Information Management; *National Programs; Research and Development; *Resource Allocation; Telecommunications
IDENTIFIERS- *National Research and Education Network

This article discusses two meetings which dealt with developments regarding the National Research and Education Network (NREN). In November 1990, the John F. Kennedy School of Government at Harvard University held a symposium entitled "Information Infrastructure for the 1990s," whose participants represented a wide spectrum of economic, political, and social views. The four primary issues addressed by that symposium were: (1) high-end versus low-end users of a national computer network; (2) development of communications technology versus development of new services; (3) the scope of the network infrastructure; and (4) the management and organization of the national network. Two papers were presented at the symposium: "The Distributed Electronic Library System: Implications for the NREN" (Marvin Sirbu); and "The Digital Library System and Knowbots" (Vint Cerf). A hearing at the Office of Technology Assessment (OTA) in December 1991 focused on the subject of access to the NREN. Speakers included representatives from the Association of Research Libraries, Information International, Apple Computer Library and Engineering Computer Operations, the Coalitions for Networked Information, Old Colorado City Communications, EDUCOM, the legal department of DIALOG, Mead Data Central, the Media Lab at the Massachusetts Institute of Technology, the National Science Foundation, Syracuse University, and various OTA people. Brief examples of their testimony are included in this summary of the hearing. (DB)

ED 343 555   IR 015 422

The Midlands Consortium Star Schools Project: Final Report, Final Evaluation Report, Final Evaluation Report Appendices.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 91
NOTE- 827p.
LANGUAGE- English
EDRS Price- EDRS Price - MF05/PC34 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Advanced Courses; *Communications Satellites; *Distance Education; Inservice Teacher Education; Intermediate Grades; Microcomputers; Postsecondary Education; Professional Development; *Program Evaluation; *Programing (Broadcast); Questionnaires; Secondary Education; *Staff Development; Tables (Data); Worksheets
IDENTIFIERS- *Midlands Consortium; *Star Schools

The reports presented in this document describe the results of the first 2 years of the Midlands Consortium Star Schools Project (MCSSP) (October 1, 1988-December 31, 1990). The first report summarizes the major accomplishments of the MCSSP, including: (1) the installation of communications satellites at schools in Alabama, Kansas, Mississippi, Missouri, and Oklahoma; (2) the production and delivery of four student credit courses (Basic English and Reading, Russian, and Spanish I and II) and four enrichment courses (genetics, "Moving Out and Moving On," PSAT/NMSQT, and Spanish I); (3) the production of eight courses by Oklahoma State University with indirect Star Schools support (Advanced Placement--AP--American Government, AP Calculus, AP Chemistry, AP Physics, Applied Economics, German I and II, and Trigonometry/Analytic Geometry); (4) provision of staff and professional development courses as well as training materials and conferences; and (5) the completion of research and evaluation activities. This report summarizes the projects by state, and provides 13 appendices with additional project information and materials. The second report, which focuses on the final evaluation of the project, contains the empirical findings of the Midlands Consortium Research and Evaluation Center based on the MCSSP results. This report discusses the chronology of research and evaluation, reviews the literature, and provides statistical data related to the educational effectiveness of communications satellites. This report also provides more than 200 references. The last of the three documents in this set contains the appendices to the final evaluation report. These include evaluation item banks, sample evaluation forms, research agenda, sample requests for proposals, interim papers from selected participants reporting on aspects of communications satellite implementation, survey questionnaires, and needs assessment forms. References are included throughout this section. (DB)

ED 343 556 IR 015 425

Pease, Pamela S.
TI-IN United Star Network: Final Project Report (October 1, 1988-September 30, 1990) for Star Schools Program.
PUB DATE- 13 Mar 91
NOTE- 880p.; Appendix B missing six even-numbered pages (not available from source).
LANGUAGE- English
EDRS Price- EDRS Price - MF06/PC36 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Communications Satellites; *Distance Education; Educationally Disadvantaged; High Schools; Interaction; Mathematics Instruction; Postsecondary Education; *Program Evaluation; Science Instruction; Second Language Instruction; Staff Development; State Departments of Education; State School District Relationship; Telecommunications; Teleconferencing
IDENTIFIERS- *Star Schools; *TI IN Network TX

This report provides a detailed summary of the TI-IN United Star Network research and demonstration project, which was funded by the United States Department of Education's Star Schools Program from 1988-1990. The stated goals of the project were: (1) establishment of a satellite-based telecommunications partnership composed of public institutions of higher education, state education agencies, a local education agency, and a private telecommunications network; (2) installation of satellite receive (downlink) technology in 316 high schools across the nation which were economically and educationally disadvantaged; (3) demonstration of TI-IN United Star Network as a developer and broadcaster of over 2,600 hours of live, interactive satellite-based programs, targeted for students and teachers, in the subject areas of mathematics and science; and (4) evaluation of the project including programming and school utilization. The report outlines and discusses the multiple aspects of implementation and demonstration, including an overview of the structure of the partnership, the process of identifying and equipping sites, the programming developed over the two year project, challenges encountered during the implementation, technology and programming, project evaluation, and post-Star School activities. The remainder of the report consists of 13 attachments: (1) list of utilization specialists; (2) Star Schools brochure; (3) operational guidelines; (4) TI-IN Network newsletter; (5) newspaper and magazine articles; (6) questions and answers about Star Schools, a list specifying hardware and programming awards to Star School recipients, year 1 and year 2 programming; (7) a list of Star School sites by state; (8) Illinois State Board of Education and Western Illinois University Application and assurances; (9) description of programming provided by partners; (10) enrollment in courses; (11) inventory list; (12) scholarships; and (13) evaluations. (DB)

ED 343 557 IR 015 429

Public Broadcasters International: Background Papers and Options for Action.
PUB DATE- 91
NOTE- 141p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Broadcast Television; Communications Satellites; Conferences; Foreign Countries; *Global Approach; Information Networks; International Cooperation; Programing (Broadcast); *Public Television; Regional Programs; Telecommunications
IDENTIFIERS- *Public Broadcasters International

This dossier is intended to serve as the main preparatory briefing document for participants in the Public Broadcasters International (PBI) symposium, and to stimulate thought and discussion on all facets of public broadcasting. The first of four sections provides an overview of the current broadcasting environment, the challenges facing public broadcasters, global developments and trends in broadcasting, developments in programming specific to regional or geographic areas, and current financial information such as gross revenues, sources of revenue, expenditures, and deficits. The second section provides the mission statement for public broadcasting, the stated purpose and possibilities for a statement of shared mission, a synthesis of mission statements of public broadcasters worldwide, and a list of abbreviations or acronyms of public broadcasters and related organizations (23 references). Section three presents case studies of successful international co-ventures (Scienceview, TV5, Children's View) and co-productions (Our Beautiful Planet, Indelible Evidence, Mini Dragons, Ginger Tree, Paradise Garden) and proposes a set of criteria and guidelines for initiating and implementing international cooperative ventures and productions (11 references). The final section addresses opportunities for collaboration by public broadcasters, including a proposed international public network consisting of news, public television, and educational development agencies, as well as the development of an electronic database. (7 references) (DB)

ED 343 558 IR 015 433

Cline, Hugh F.; And Others
Dissemination, Utilization, and Assessment Project. Final Report.
SPONS. AGENCY- Annenberg/CPB Project, Washington, DC.
PUB DATE- Jun 89
NOTE- 119p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Audiovisual Aids; Comparative Analysis; *Distance Education; Educational Media; Educational Research; Higher Education; *Information Dissemination; Information Technology; Information Utilization; Instructional Materials; Questionnaires; School Surveys; *Use Studies
IDENTIFIERS- *Annenberg CPB Project

This paper reports the results emanating from the Dissemination, Utilization, and Assessment (DUA) project. Designed to shed light on factors that might facilitate or impede more effective and extensive use of audiovisual materials in higher education, this 3-year project focused on the use of the audiovisual materials produced by Annenberg/CPB. The first of four chapters provides background information and an introduction, including a description of the project origin, design, and methodology. The second chapter describes each of the five sites--i.e., Atlanta, Georgia; Amherst, Massachusetts; University of South Florida; Washington State Community Colleges; the University of Wisconsin System--and the institutions of higher education that participated in the project. The results of the study are presented in the third chapter, including the amount and nature of materials used by each institutional site, and the ways in which the materials were used. (Data showed that most of the higher education institutions used the materials to supplement instruction rather than as the primary method of instructional presentation.) The fourth chapter presents a summary of project findings and conclusions. A copy of use study questionnaire is appended. (DB)

ED 343 559 IR 015 436

Wood, R. Kent; Smellie, Don C.
Educational Technology: Initiative for Change.
PUB DATE- Feb 90
NOTE- 19p.; A shortened version of this paper can be found in the "Educational Media and Technology Yearbook," v17, 1991, p. 5-17.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Courseware; *Educational Change; Educational Environment; Educational Innovation; Educational Planning; *Educational Technology; Elementary Secondary Education; Information Technology; Inservice Teacher Education; *Instructional Effectiveness; Microcomputers; Postsecondary Education; School Business Relationship; School Restructuring; State Legislation

The effectiveness of computers and related information technologies in changing educational environments is largely determined by the presence of three conditions: (1) good advance planning; (2) appropriate and extensive inservice training; and (3) easily accessible high quality courseware/software. Utah is an example of a state that has implemented an Educational Technology Act which provides the means to accomplish these three conditions with unified efforts of public and higher education agencies, as well as business and industrial corporations. As education proceeds into the uncertain future in the information society, educational technology provides an initiative for change. Educators are having to rethink their traditional roles and how new technology will be utilized in the teaching/learning process, and business leaders are finding it necessary to employ educators who have an instructional technology background. Colleges of education must broaden their base and begin immediately to prepare a new type of teacher. Now there are storage and delivery tools, which when combined with well-designed and validated courseware, have the capability for presenting instruction to students that results in more learning, in less time, with greater retention. These tools change the role of the teacher to a facilitator of the learning process rather than a dispenser of information, giving them time for more one-on-one contact with learners. Tools alone are not enough, however. A technology of instruction must be behind the use of tools, imbedding proper instructional design principles into the learning materials delivered by the tools. Technology, both as a systematic process for designing effective learning experiences and as equipment and instructional materials, is at the core of an educational system for the 90s. (A copy of the Utah legislation is appended.) (19 references) (DB)

ED 343 560 IR 015 437

Birnbaum, Lawrence, Ed.
Proceedings of the International Conference on the Learning Sciences (5th, Evanston, Illinois, August 1991).

PUB DATE- 91
NOTE- 458p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Artificial Intelligence; Authoring Aids (Programing); Cognitive Processes; Computer Simulation; Computer Software; Cooperative Learning; Elementary Secondary Education; Higher Education; Hypermedia; Industrial Training; *Learning Strategies; Lesson Plans; Media Research; Programed Tutoring; Psychological Studies; Science Education; Writing Skills

This volume contains the papers presented at the fifth International Conference on the Learning Sciences (formerly the International Conference on Artificial Intelligence and Education). As the change in name signifies, a strong effort has been made to open the conference to a broader audience, including educational and cognitive psychologists interested in the problems of teaching and learning, and software designers interested in building systems to facilitate teaching and learning. The issues involved in artificial intelligence (AI) and education are of interest to a broad spectrum of researchers in education, psychology, and software systems. As in previous years, there are papers on tools and authoring systems, teaching architectures, student modelling, interfaces, simulation, and empirical evaluation. Science education, especially biology, mathematics, and physics, receives attention, as do language and writing skills. Problems of corporate and industrial training are also addressed. Cooperative and collaborative learning involving groups of students is an important theme of many papers. Questioning and story-telling are taken as central to teaching and learning, as are the promotion of development and use of cognitive strategies. A number of papers address the question of how computer systems can aid teachers in such tasks as lesson planning. Finally, interactive video and hypermedia systems continue to grow in importance. Each of the 61 papers includes its own abstract and references; only the abstract is provided for six of the invited keynote papers. (DB)

ED 343 561 IR 015 438

A Roadmap to School Improvement: A Strategic Plan for Educational Technology in Missouri. The Report of the Missouri Technology Task Force.

PUB DATE- Oct 90
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Communications Satellites; Curriculum Development; Educational Environment; *Educational Facilities Improvement; *Educational Technology; Elementary Secondary Education; Equal Education; Hypermedia; Inservice Teacher Education; *Long Range Planning; Microcomputers; *Objectives; Parent Participation; Postsecondary Education; Public Schools; School Community Relationship; *School Districts; *Statewide Planning; Thinking Skills
IDENTIFIERS- *Missouri

The strategic plan for educational technology was developed by the Missouri Technology Task Force to assist state and local authorities in the creative application and appropriate integration of all technologies to achieve the broad educational goals for elementary and secondary Missouri schools. The specific goals and objectives of the plan ("visions") are introduced by a statement of the problem addressed, background information, a description of the methodology used by the Task Force, a list of Task Force beliefs, and a mission statement. The goals and objectives are presented under five headings: (1) Improve the Quality of Learning (provide a broad range of learning opportunities, foster higher order concepts and reasoning skills, prepare students for technology-based or related occupations, use technology for effective school functioning, provide inservice training for school personnel); (2) Ensure Equity of Opportunity (students will reach their potential regardless of district sparseness, wealth, geographical location, or physical, intellectual, or cultural differences, provide a safe and appropriate learning environment, adapt public education to meet community needs, eliminate visible tracking of students, make technology an integral part of the revision of the education system); (3) Enhanced Accountability (more efficient and effective evaluation of educational programs and students' progress, assist in improving the performance of teachers, administrators and school boards in fulfilling their responsibilities, better matching of the measurement and reporting of progress toward district objectives, more effective and efficient use of resources); (4) Foster Community Involvement (strengthen educational partnerships, provide continuing education to adults, ensure improved school/community communications and share resources); and (5) Foster Parental Involvement (eliminate communication barriers between the school and the home, encourage increased parental participation in the education process). Nine conclusions are listed and discussed, and lists of participants in the Technology Task Force planning team, open forum, and action team are provided. (DB)

ED 343 562   IR 015 440

Carey, Doris, Ed.; And Others
Technology and Teacher Education Annual 1991: Proceedings of the
  Annual Conference of the Society for Teacher education (2nd,
  Greenville, North Carolina, April 25-27, 1991).
PUB DATE- 91
NOTE- 380p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Computer Assisted Instruction; Computer Simulation;
  *Educational Technology; Elementary Secondary Education;
  Graduate Study; Higher Education; Hypermedia; *Inservice
  Teacher Education; Interactive Video; *Learning Theories;
  *Mathematics Education; *Preservice Teacher Education;

  Psychological Studies; *Science Education; Telecommunications

The more than 100 papers in this collection describe examples of successful technology integration in teacher education. The applications are extremely diverse, including computer-assisted instruction, hypermedia, interactive video, computer simulations, telecommunications, and more. The applications also represent the range of instructional and learning theories. There are applications based on behavioral learning models, applications that express Piagetian developmental learning theory, computer applications based on learning styles research, and applications that articulate a cognitive science perspective. The reports also represent several levels of thought. There are many "how to" papers that provide detailed information on a variety of ways to use technology. Context papers address the big picture, such as the roles of technology in undergraduate education and the importance of general teaching strategies. Issue papers ask critical questions and propose some answers. Theory papers relate established and emerging general theories to the way technology is used. The papers are presented on 11 categories: (1) preservice teacher education (14 papers); (2) inservice and graduate education (3 papers); (3) hypermedia (11 papers); (4) telecommunications (11 papers); (5) science and mathematics (9 papers); (6) management (3 papers); (7) projects (6 papers); (8) simulations (4 papers); (9) issues (8 papers); (10) research (10 papers); and (11) theory (11 papers). Individual papers include references. (DB)

ED 343 563 IR 015 442

Biography. Advisory List of Instructional Media.
PUB DATE- Jun 91
NOTE- 16p.; For related documents, see ED 332 692 and IR 015 443-447. For the 1988 edition, see ED 318 676.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Biographies; Book Reviews; Books; Curriculum Enrichment; Elementary Secondary Education; Leaders; Preschool Education; Reading Materials; Resource Materials

The 65 biographies reviewed in this annotated bibliography are suitable for readers in grades pre-kindergarten through 12. Full bibliographic data, appropriate grade level indication, and annotations are supplied for each entry. The names and addresses of the publishers are also provided. Biographies of women, children, authors, actors, historical personages, musicians, political leaders, and sports figures are included. Names of additional books that have been reviewed elsewhere are also listed together with an indication of the journals in which the reviews appeared. (DB)

ED 343 564 IR 015 448

Day, Donald L.

The Cross-Cultural Study of Human-Computer Interaction: A Review of Research Methodology, Technology Transfer, and the Diffusion of Innovation.

PUB DATE- 91
NOTE- 25p.; Paper presented at the National Conference on Librarians and International Development (3rd, Corvallis, OR, April 30, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cross Cultural Studies; *Cultural Differences; Developing Nations; Educational Innovation; Foreign Countries; Human Factors Engineering; Information Dissemination; Interaction; Man Machine Systems; *Research Methodology; *Technology Transfer

This paper examines the methodological literature of cross-cultural research to establish whether the means exist to identify culturally biased preconceptions implicit in human-computer interfaces, and to develop interfaces more attuned to the cultural differences of the users. It is the premise of this paper that cultural conditioning affects individuals' responses to technology and that in developing nations such conditioning can seriously impede the transfer of information and gains in productivity anticipated from the use of computerized equipment. The review of research methods examines questions of research design, tool construction, measurement, and results analysis. Tools described include a moving percentage scale, an externally defined satisfaction scale applied to professionals, and a composite index combining proven behavioral indicators. Nine types of measurement strategies are discussed along with their corresponding equivalence assumptions. Attempts to deal with systematic error by the use of longitudinal design and the perils of response acquiescence and subjects' moods are also reviewed. It is concluded that none of the methodologies described addresses the full range of problems in technology transfer and diffusion of innovation that underlie the study of interaction in man machine systems in the Third World. Key factors in technology transfer that frustrate research are identified as: (1) social, behavioral, and resource requirements of the technology; (2) corresponding characteristics of the target population and its environment; and (3) compatibility of the technology and the population. (84 references) (Author/DB)

ED 343 565 IR 015 453

Bradley, Mary Jane; Morrison, Gary R.
Student-Teacher Interactions in Computer Settings: A Naturalistic Inquiry.
PUB DATE- 91
NOTE- 35p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Environment; *Computer Assisted Instruction; Elementary Secondary Education; *Interaction; Learning Laboratories; *Microcomputers; Student Attitudes; Student Participation; Surveys; Teacher Attitudes; *Teacher Student Relationship

The availability of inexpensive microcomputers has made it practical for almost all classrooms to have one or more computers for student and teacher use. During the past 10 years, elementary and secondary schools have experienced a growing investment in microcomputer technology for instructional uses. However, the impact of microcomputers on the classroom environment as well as on the teaching and learning processes has not yet been fully documented. Promises of improved teaching and learning conditions and educational advantages, such as increased student motivation, individualized learning, tutoring, and freeing teachers to devote more time to direct instruction, have accompanied the installation of microcomputers in classrooms, but have not been proven effective. Instructional uses of microcomputers vary sharply by grade level and also according to where computers are located in the school buildings. A large percent of computers are placed in laboratory settings rather than classrooms. A survey of teacher and student attitudes in both a sixth grade computer lab and a classroom setting reveals that technology has an impact upon the organization of the classroom by reorganizing classroom interaction. Teachers give assistance to noncomputing students, allowing computing students to work independently. Laboratory settings had more interactions at a higher level than classrooms. and lab teachers displayed more types of interactions at higher percentages of frequency. Teacher and student perceptions of the usefulness of a computer as an instructional tool were similar. (33 references) (Author/DB)

ED 343 566 IR 015 457

Van Noate, Judith E., Comp.
Afro-American Studies: A Research Guide. 1992 Edition.
PUB DATE- 92
NOTE- 63p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Biographies; *Black History; Black Literature; *Black Studies; Card Catalogs; Cataloging; Citations (References); College Libraries; Higher Education; Information Sources; *Library Instruction; *Online Catalogs; Online Searching; Search Strategies; User Needs (Information)
IDENTIFIERS- *Afro Americans; Pathfinders; University of North Carolina Charlotte

This guide has been prepared to enable students at the University of North Carolina at Charlotte to locate material on topics in Afro-American studies or topics with Afro-American emphasis in the J. Murrey Atkins Library. Although a number of sources listed within the guide relate specifically to Afro-American studies, many others treat the black American experience in a variety of fields including business, literature, politics, and education. The guide begins by introducing the reader to the Library of Congress subject headings found in the traditional card catalog as well as the ALADDIN online catalog, and providing brief instructions for using these catalogs. This introduction is followed by reference listings for dictionaries, general encyclopedias, Afro-American encyclopedias and handbooks, and broad discipline encyclopedias. A guide for finding biographical information is then provided, followed by bibliographic citations for biographies and autobiographies, black studies, history and politics, humanities, social sciences, women's studies, and literature. Periodical indexes are also listed, including interdisciplinary indexes, business, criminal justice/law, education, medicine/nursing/health, history, literature and the arts, political science, religion/philosophy, science, and sociology indexes. Guidelines are also provided for finding information through essays in books, abstracts, newspaper indexes, InfoTrac, the Periodicals and Serials List of Atkins Library, government documents, statistical information, special collections, and microform source material. (DB)

ED 343 567 IR 015 458

Pina, Anthony A.; Savenye, Wilhelmina C.
Beyond Computer Literacy: How Can Teacher Educators Help Teachers Use Interactive Multimedia?
PUB DATE- Feb 92
NOTE- 12p.; Paper presented at the Annual Conference of the Association for Educational Communications and Technology (Washington, DC, February 5-9, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Software; Educational Technology; Elementary Secondary Education; Higher Education; *Hypermedia; *Interaction; Learner Controlled Instruction; *Multimedia Instruction; Student Participation; Teacher Education; Teacher Educators; *Teacher Role

This paper provides a definition of interactive multimedia and explains why it is of interest to teachers and trainers, how it is produced and utilized, and how the role of teachers may be changed. It also offers recommendations for teacher trainers. Multimedia is defined as the combination of technologies such as computer text, video, audio, graphics, and animation, and it is argued that multimedia technologies offer unique opportunities to learners to access information by selecting highlighted words or icons. Choice of a word or icon enables the learner to select the order in which lessons are presented, skip unneeded lessons, access help screens, repeat a particular lesson, receive additional examples, or take a test. This ability to link items of related information in a non-linear fashion is known as hypermedia. It is noted that use of multimedia technology provides the opportunity for learning experiences that would otherwise be difficult for teachers to incorporate, such as computer simulations of dangerous chemical reactions and computer software that allows medical students to practice life-and-death procedures without harm to real patients. Research indicates that the use of multimedia technology results in significant changes in the teacher's role due to the increase in learner controlled instruction. It is recommended that teachers receive appropriate training in the use of multimedia technologies and their applications in the classroom. (17 references) (DB)

ED 343 568 IR 015 459

Steinberg, Esther R.
Color in Computer-Assisted Instruction.
PUB DATE- Nov 91
NOTE- 8p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Color; *Computer Assisted Instruction; *Courseware; Design Requirements; Elementary Secondary Education; Guidelines; *Instructional Design; Material Development; Visual Learning; Visual Stimuli

Color monitors are in wide use in computer systems. Thus, it is important to understand how to apply color effectively in computer assisted instruction (CAI) and computer based training (CBT). Color can enhance learning, but it does not automatically do so. Indiscriminate application of color can mislead a student and thereby even interfere with learning. Research is equivocal about the effectiveness of color in instruction, and the application of color in instructional materials is still more of an art than a science. Nevertheless, there is some knowledge from research and practical experience for guidance. For example, color enhances learning by motivating students, attracting attention, emphasizing important elements, locating information, adding structure, supporting memory and recall, differentiating among elements, tying together related items, and adding visual cues. Variables that interact with color include the characteristics of the learner, the nature of the learning task, and environmental factors. The implications of this research for instruction is that color use must be standardized in a lesson, and used consistently and conservatively. (9 references) (DB)

ED 343 569 IR 015 461

Wells, Rosalie A.
Computer-Mediated Communications for Distance Education and Training: Literature Review and International Resources.
SPONS. AGENCY- Army Research Inst., Boise Element, ID.
PUB DATE- Sep 90
NOTE- 181p.; Light print on page 16 will not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Computer Networks; *Distance Education; Dropouts; Educational Technology; Electronic Classrooms; Graduate Study; Industrial Training; Instructional Design; International Organizations; Microcomputers; Military Training; Postsecondary Education; *Student Characteristics; *Teacher Role; *Teleconferencing; Use Studies
IDENTIFIERS- Army Reserves; *Computer Mediated Communication; National Guard

This report is intended to provide instructors and designers concerned with training for the National Guard and Army Reserve (the Reserve Component--RC) with a practical review of research findings on the successful implementation of computer-mediated communication (CMC) for distance education and a reference guide to international resources and literature that will be of use to both researchers and practitioners. The first of two parts of the report, a literature review, provides instructors and instructional designers with practical knowledge on the design and implementation of distance training with CMC, including relevant knowledge about specific needs of distance education students. Topics covered include frequency of feedback, effective design and implementation of group activities, shifts in instructor role for a distance education environment, characteristics of successful distance students and instructors, and recommendations for the pacing of students and instructors. (125 references). Focusing on international resources in CMC and distance education, the second part provides lists of resources and overviews on educational and industrial applications of CMC, information on computer

conferencing software, and reference information for distance education and CMC. This part includes lists of selected distance teaching institutions, descriptions of distance education graduate programs, information on educational and communication applications of CMC, an overview of teleconferencing computer software with a directory of software vendors, lists of distance education journals and international clearinghouses for distance education resources, an extensive bibliography of references on distance education and CMC, and a summary of the two parts of the report. (DB)

ED 343 570 IR 015 463

Handler, Marianne G.; Turner, Sandra V.

The Data Collector: A Qualitative Research Tool.

PUB DATE- Feb 92
NOTE- 8p.; Three attached figures will not reproduce clearly due to extremely small, filled print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Computer Software; Data Analysis; *Data Collection; *Data Processing; Hypermedia; Information Management; Literature Reviews; Microcomputers; *Qualitative Research; Research Tools
IDENTIFIERS- *HyperCard

Computer software that is intended to assist the qualitative researcher in the analysis of textual data is relatively new. One such program, the Data Collector, is a HyperCard computer program designed for use on the Macintosh computer. A tool for organizing and analyzing textual data obtained from observations, interviews, surveys, and other documents, the program also includes a component called the "BiblioStack" that facilitates note-taking for a literature review. These two components may be used together or independently. This paper describes the criteria for the program's development, the rationale for using HyperCard, and the features of both the Data Collector stack and the BiblioStack. It is noted that this software is simply a tool for organizing and managing the data; the researcher must develop the relevant coding categories, identify emerging themes, and support his or her interpretations from the data. (DB)

ED 343 571   IR 015 466

Instructional Television (ITV) at a Glance.

PUB DATE- 89
NOTE- 7p.; For related guides, see IR 015 467-471.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Television; Elementary Secondary Education; Guidelines; Interaction; Postsecondary Education; Programing (Broadcast); Teacher Role; Teaching Methods; *Telecourses; Television Curriculum; Television Viewing; Videotape Recordings

Instructional, or educational, television can be an effective instructional tool if lesson plans are developed that promote interactive viewing and involve the students in a variety of integrated learning activities. Teaching methods will influence the decision to use educational television as well as the ways in which television programming is utilized during lessons. Additionally, the roles and responsibilities of teachers and distance education coordinators play an important part in the effectiveness of television viewing. Advantages of educational television include increasing student motivation, focusing attention, illustrating major points, summarizing key concepts, presenting otherwise unavailable experts or resources, and adaptability to any setting. Limitations of educational television include the need for supporting instructional materials, programming designed to reach a mass audience, the passive nature of television viewing, and lack of interaction between students and teachers. Telecourses, which supplement video programs with textbook readings, examinations, assignments, faculty guides, and teleconference class meetings, are a viable method of distance education using educational television. This brief guide outlines factors to be considered when selecting and/or developing video programs and integrating them into the curriculum. Notes on teaching techniques that work well when using ITV are included throughout. In the concluding section the telecourse roles and responsibilities of the instructor, the distance education coordinator, and the facilitator are outlined. (DB)

ED 343 572 IR 015 467

Instructional Audio Communications at a Glance.

PUB DATE- 89
NOTE- 7p.; For related guides, see IR 015 466-471.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Audio Equipment; Computer Networks; *Distance Education; Guidelines; Interaction; Microphones; Postsecondary Education; Telecommunications; *Teleconferencing; Telephone Communications Systems; Telephone Instruction

Audio conferencing, or teleconferencing, is fast becoming an important method of delivering education to students at a distance. Audio conferencing equipment consists of a convener (speaker) and push-to-talk microphone. Use of the system costs less than using a number of separate telephone lines and is more comfortable for users. Advantages of teleconferencing include interaction between students and teachers, the opportunity for direct feedback to students, cost effectiveness, and ease of use with other supporting instructional materials. Limitations to teleconferencing include technical difficulties, the amount of advance planning and preparation required, the inability to address visually-oriented learning styles, and restrictions on the type of content to be delivered. Teleconferencing can be used effectively if planned thoroughly in advance, and if care is taken to set the environment, encourage participation, and familiarize students with both the instructional materials as well as the medium before the conference begins. This brief guide provides suggestions for conducting an audio conference course effectively, humanizing an audio conference, and encouraging participation. Advantages and limitations of this technology are outlined. (DB)

ED 343 573 IR 015 468

Evaluation in Distance Education at a Glance.

PUB DATE- 90
NOTE- 7p.; For related guides, see IR 015 466-471.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Course Evaluation; Data Collection; *Distance Education; Feedback; *Formative Evaluation; Guidelines; Postsecondary Education; *Program Evaluation; Qualitative Research; Statistical Analysis; *Summative Evaluation

Evaluation can be crucial to help meet the needs and requirements of the teacher, students, and curriculum in distance education. Distance education usually encompasses a wide diversity of students, multi-site classrooms, little opportunity for interaction among students, and unfamiliar technology. Because of these uncertainties, evaluation of both courses and programs will provide teachers with information that can help make instruction effective. Formative evaluation takes place during all stages of instruction and is designed to promote revision of procedures and/or materials. Summative evaluation takes place at the end of instruction and is designed to assess the overall effectiveness of the instruction. A quantitative evaluation yields a breadth of information, and asks questions that can be statistically tabulated and analyzed. A qualitative evaluation gathers a wider range and depth of information using open-ended questions, interviews, and observations. A successful evaluation entails reviewing course goals and objectives, knowing students' needs, choosing the information to be gathered, collecting and analyzing data, and incorporating the evaluation findings in the revision. This brief guide begins with a statement on the importance and purpose of evaluation in distance education. It then presents guidelines for six steps in the evaluation process: (1) planning evaluation strategy; (2) reviewing course goals and objectives; (3) knowing students and their needs; (4) deciding what information should be gathered; (5) collecting and analyzing data; and (6) using the results to revise instruction. (DB)

ED 343 574   IR 015 469

Instructional Development at a Glance.

PUB DATE- 89
NOTE- 7p.; For related guides, see IR 015 466-471.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Course Organization; Formative Evaluation; Instructional Design; *Instructional Development; Needs Assessment; Planning; Postsecondary Education; *Program Development; *Systems Approach; Telecommunications

Developing instruction is a critical part of the education process. For instruction to be effective it should be organized and well planned. Development of an effective program should include careful consideration of the need for instruction, the audience, and the course content. Instruction delivered via telecommunications can be even more complex and therefore best developed using a structured, systems approach. Most instructional development processes include four basic stages: instructional design, development, formative evaluation, and revision. During the design phase, a needs assessment is performed to determine the need for instruction, analyze the audience, and establish instructional goals. Development entails developing specific objectives for each goal, developing content to meet the objectives, and developing or selecting materials and methods. Formative evaluation includes the development of an evaluation strategy and the collection and analysis of evaluation data. The revision phase entails revising those aspects of the program that were shown to need improvement. This brief guide provides an overview of the instructional development process and guidelines for each of the four basic stages. (DB)

ED 343 575 IR 015 470

Distance Education Interaction and Feedback at a Glance.

PUB DATE- 90
NOTE- 7p.; For related guides, see IR 015 466-471.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Distance Education; *Feedback; *Interaction; Postsecondary Education; Student Characteristics; *Student Needs; Teacher Effectiveness; *Teacher Role; Telecommunications

Distance education can solve many educational problems; however, it creates two challenges as well. Effective interaction and feedback become particularly important in ensuring that the distance education course is rewarding for both the teacher and the students. Students may feel isolated due to geographical distances, cultural diversities, competing obligations among school and family, unfamiliar technology, and lack of support systems. In order to promote interaction, teachers should study such characteristics of their students as age, employment status, and family situation. Teachers may also discover why students enrolled in their courses, their educational experience, and their content-related interests. The role of the teacher as facilitator becomes more important in the creation of an atmosphere conducive to student interaction. Teachers can send letters of welcome to students, emphasize the need for focused discussion, and provide opportunities for students to participate. In order to provide adequate feedback teachers should be prepared to contact each student weekly and return assignments without delay. Feedback from students is necessary for course improvement and modification. Finally, teachers can help students become aware of and make adjustments to new communication and learning patterns. This brief guide begins by pointing out differences between distant and traditional classrooms. It then provides: (1) suggestions for ways to learn about students; (2) an outline of the instructor/facilitator's role; (3) guidelines for obtaining feedback to and from students; and (4) some suggestions for ways to meet student needs. (DB)

ED 343 576 IR 015 471

Distance Education Teaching Tips at a Glance.

PUB DATE- 89
NOTE- 7p.; For related documents, see IR 015 466-470.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Course Organization; *Distance Education; *Feedback; Guidelines; Interaction; *Planning; Postsecondary Education; Student Participation; Teacher Role; *Teaching Methods; Telecommunications

The teaching and technology associated with the distance delivery of education are relatively new and rapidly changing. Effective teaching and learning methods are still being developed. The following suggestions are based primarily on patterns and experiences in instructional telecommunication within the University of Alaska System: (1) students need encouragement to participate actively and to stay focused on the course content; (2) teachers need to recognize the change in their role from instructor to facilitator, to adapt instruction as necessary, and to develop skills to facilitate students' learning; (3) course content may remain the same as is presented in traditional classrooms, but careful planning is required to organize the course so it can be delivered at a distance; (4) teaching methods must be flexible enough to accommodate the curriculum, the students, and the technology; and (5) students are often better able to achieve their educational goals when they participate in the process through giving feedback on course strengths and weaknesses. Attention should also be paid to the technological aspects of distance education to ensure the proper use of the equipment. This brief guide outlines the roles of the student, the instructor, and the facilitator; provides guidelines for planning and organizing the course; presents suggestions for successful teaching strategies; and provides guidelines for obtaining feedback. Technical tips are also included. (DB)

ED 343 577 IR 015 476

Steinhaus, Kurt A.
Educational Technology: Kindergarten through Twelfth Grade.
PUB DATE- Jun 91
NOTE- 51p.; For a related report, see IR 015 487.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computer Software; *Computer Uses in Education; Distance Education; *Educational Technology; Elementary Secondary Education; Long Range Planning; *Microcomputers; School Surveys; *Staff Development; State Departments of Education; Statewide Planning; *Use Studies
IDENTIFIERS- *New Mexico

This report presents the findings and conclusions of a study of educational technology in New Mexico schools. Designed to provide baseline information to the New Mexico Education Technology Planning Committee, the results of the study will also be used to help make statewide planning decisions concerning educational technology. The findings indicate that: (1) there is a wide range in the level of available educational technology among individual schools; (2) microcomputers are the predominant technological medium currently in use, with audioplayers and television next; (3) distance learning options for most students are limited, with only 10% of the schools having a modem for telecommunications; (4) long range plans for integrating technology need to be developed at each school site; (5) students most often use software for practice, tutorials, and word processing, teachers for word processing, and administrators for instructional management and administrative tasks; (6) the need for staff development is high, particularly in the form of training in computer skills for teachers; (7) funding for educational technology comes from a variety of sources, of which one is the school district; (8) about 85% of the educational technology equipment is well maintained and in good repair; and (9) there is a wide variety of innovative technology applications in both rural and urban schools throughout the state. The report includes a discussion of the design of the study, an inventory of computer use, discussions of curriculum and staff development, and a description of funding efforts. A glossary of terms and a list of schools that responded to the survey are appended. (18 charts) (DB)

ED 343 578 IR 015 487

Price, Robert M.; And Others
New Mexico's Challenge 2000.

PUB DATE- Oct 91
NOTE- 17p.; For related report, see IR 015 476.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; Distance Education; *Educational Change; *Educational Technology; Elementary Secondary Education; Futures (of Society); Instructional Effectiveness; *Long Range Planning; Microcomputers; School Business Relationship; *Statewide Planning; *Telecommunications
IDENTIFIERS- *New Mexico

This report presents a comprehensive strategy developed by the New Mexico Education Technology Planning Committee to maximize resources in educational technology to achieve the long-range goals adopted for education in the state. Four basic strategies are recommended: (1) to forge relationships between schools and businesses, and partnerships between public and private sectors generally; (2) to complete the statewide educational telecommunications network; (3) to train and support teachers and faculty; and (4) to establish a structure and process for planning and implementing educational technology. A three-phase plan of implementation is also outlined, and includes a focus on teacher training in microcomputers and other technology, increased public awareness, and other considerations necessary to effect educational effectiveness and educational change. Projected outcomes from such a plan are noted. (10 references) (DB)

ED 343 579 IR 015 521

Emerging Telecommunications Technologies Act of 1991. Report To Accompany H.R. 531. House of Representatives, 102d Congress, 1st Session.

PUB DATE- 18 Jun 91
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Communications; Federal Government; *Federal Legislation; International Communication; Mass Media; *Radio; Resource Allocation; *Telecommunications
IDENTIFIERS- Congress 102nd

The House Committee on Energy and Commerce submitted this report on a bill that would establish procedures to improve the identification, allocation, and assignment of radio frequencies to the electromagnetic spectrum and for other purpose. The committee proposed an amendment to this bill, and recommended that it be passed as amended. Known as the "Emerging Telecommunications Technologies Act of 1991," the bill, H.R. 531, reallocates the radio frequency spectrum to promote the development of new technologies for commercial purposes. This report: presents the proposed amendment; discusses the purpose of the bill and provides a summary of its provisions; provides information on the background of the legislation and the need for it; briefly reviews hearings on the bill; reviews the committee's consideration of the bill, its oversight findings, and the committee's estimate of the cost for carrying out the provisions of the bill; and presents the Congressional Budget Office estimate and an Inflationary Impact Statement together with section-by-section analyses and discussion. (DB)

ED 343 580 IR 015 536

Bits, Bytes, and Barriers: Tennessee Teachers' Use of Technology.
PUB DATE- Dec 91
NOTE- 47p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; *Computer Assisted Instruction; *Educational Technology; Elementary Secondary Education; *Inservice Teacher Education; Instructional Effectiveness; Microcomputers; *Policy Formation; Postsecondary Education; Questionnaires; School Surveys; *Teacher Attitudes; Teacher Role; *Use Studies
IDENTIFIERS- *Tennessee

This report presents the results of a study conducted with 449 Tennessee educators that investigated the use of educational technology in the state's classrooms. The Tennessee Education Association, as part of its Tennessee Teachers' Technology Initiative, funded in part by a grant from BellSouth, collaborated with the Appalachia Educational Laboratory in the design of the study. The study results are intended to benefit teachers interested in or involved with technology, and to provide data that will help in local and state policy formation. The report is organized to convey the findings of the survey while describing the predominant condition of educational technology in Tennessee classrooms and teacher recommendations for improvements in policy and practice. The preface presents the design and methodology of the study as well as an introduction to the report. Based on a review of the literature, the rationale provides an overview of the use of educational technology for instruction and discusses the findings of additional studies on teachers' knowledge of, attitudes toward, and use of computers and other forms of educational technology. The findings of this study are presented in the following clusters: Demographic Summary of Respondents; Current Knowledge about Training in Technology; Use of Technology and Effects on Students; Benefits of and Obstacles to Technology Use in Instruction; Recommendations for School Policy on Educational Technology; Extent and Types of Instructional Use of Microcomputers; Location, Frequency, and Purpose of Instructional Use of Microcomputers; and Additional Comments about Educational Technology Use. The findings of this study are then compared with the findings of national surveys. Recommendations for policy and practice for teachers, administrators, policymakers, and association personnel conclude the report. An executive summary of the report, a copy of the study questionnaire, and a 40-item bibliography are also provided. (DB)

ED 343 581 IR 015 539

Carey, Doris, Ed.; And Others

Technology and Teacher Education Annual 1992. Proceedings of the Annual Conference on Technology and Teacher Education (3rd, Houston, Texas, March 12-15, 1992).

PUB DATE- 92
NOTE- 668p.; For 1991 annual, see IR 015 440.
LANGUAGE- English

EDRS Price- EDRS Price - MF03/PC27 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Computer Simulation; *Educational Research; Educational Theories; Elementary Secondary Education; Graduate Study; Higher Education; Hypermedia; *Information Technology; Instructional Design; Mathematics Instruction; *Multimedia Instruction; *Preservice Teacher Education; Science Instruction; *Teacher Education; *Telecommunications

The 147 papers in this collection represent the cutting edge in the field of information technology for teacher education. The keynote address, presented by Thomas F. Ryan of Illinois State University, is entitled "Using Technology: A College of Education's Experience." Following that is an invited paper presented by Brent Robinson of the University of Cambridge, England, entitled "The English National Curriculum and the Information Technology Curriculum for Teacher Education." Subsequent papers are divided into 13 categories: (1) Hypermedia (5 papers); (2) Inservice and Graduate Education (6 papers); (3) Integrating Technology into Methods Classes (9 papers); (4) Issues (16 papers); (5) Instructional Technology and Design Issues (6 papers); (6) Technology Projects and Their Management (9 papers); (7) Multimedia (16 papers); (8) Preservice Teacher Education (17 papers); (9) Research (11 papers); (10) Mathematics and Science (8 papers); (11) Telecommunications (25 papers); (12) Theory (9 papers); and (13) Simulations (5 papers). Almost all of the papers provide their own abstracts and bibliographies. (DB)

ED 343 582 IR 015 540

Beyer, Francine S.
The CAI/Cooperative Learning Project. First Year Evaluation Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Dec 91
NOTE- 45p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Comparative Analysis; *Computer Assisted Instruction; *Cooperative Learning; Instructional Effectiveness; Intermediate Grades; Junior High Schools; Language Arts; Mathematics Instruction; Middle Schools; *Parent Attitudes; Pretests Posttests; *Program Implementation; Questionnaires; School Districts; *Student Attitudes; Surveys; *Teacher Attitudes
IDENTIFIERS- *Integrated Learning Systems

This report presents a first year evaluation of the Computer Assisted Instruction (CAI)/ Cooperative Learning Project, a 3-year collaborative effort by two Pennsylvania school districts--the Pittston Area School District and the Hatboro-Horsham School District--and Research for Better Schools (RBS). The project proposed to integrate advanced integrated learning system technology with cooperative teaching in the classroom and collaborative learning in the home. The integrated learning system included inquiry-based, hypermedia learning and cooperative learning techniques. It was anticipated that the project could potentially serve as a model for effective CAI that could be nationally validated, disseminated, and adopted by school districts across the nation. The project was to include the acquisition of computer hardware and software, initial and on-going teacher training, achievement and attitudinal data collection and analysis, and dissemination. The evaluation of the study was designed to determine the extent to which the program: (1) enhances mathematics and language arts achievement for the students; (2) produces an increase in time-on-task behavior for the students; (3) enhances student and parent attitudes toward learning, the school, and education in general; and (4) enhances positive teacher and administrator attitudes toward the integrated learning system and cooperative learning. Data for the first year evaluation were gathered via administrator, teacher, and parent questionnaires; however, a pretest-posttest control group design will be used for years 2 and 3 to enhance the validity of the findings. The introductory section of the report provides background information on the project and the evaluation questions addressed by the study. Later sections describe the evaluation design and procedures, preliminary findings, and some conclusions and implications based on these findings. Appended copies of the questionnaires for each of the three groups include tallies of the responses. (DB)

ED 343 583   IR 015 609

Readiness: Children and Their Schools. Getting Ready for Readiness: A Case Study. The ERIC Review.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 33p.; "The ERIC Review" is published three times a year; each issue is devoted to a single major education-related topic. For previous issue see ED 340 387.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Case Studies; *Classroom Environment; Disabilities; Disadvantaged; Federal Programs; High Risk Students; *Parent Role; Preschool Education; Primary Education; Program Descriptions; *School Readiness; Social Experience; *Teacher Role; Young Children
IDENTIFIERS- ERIC; *National Education Goals 1990; *Project Head Start

"The ERIC Review," announces research results, publications, and new programs relevant to each issue's theme topic. This issue exammines children's readiness to enter school, via two principal articles: "Readiness: Children and Their Schools," by Lilian G. Katz; and "Getting Ready for Readiness: A Case Study," by Laura J. Colker. In addition, the following features related to school readiness are provided: (1) an announcement of a packet, "Striving for Excellence: The National Education Goals" prepared by the ERIC System; (2) highlights of 11 recent federal school readiness initiatives; (3) a list of 14 resource organizations, 9 federal agencies, and 2 ERIC clearinghouses; (4) a 30-item annotated general reading list; (5) a brief article, "Early School Entry Is Essential for Many Gifted Children," by Craig Howley; (6) an ERIC digest, "Preparing Children with Disabilities for School," by Dianna Pinkerton; and (7) an annotated list of 34 new publications produced by the ERIC clearinghouses and the Office of Educational Research and Improvement. (BBM)

ED 343 584 IR 015 610

Field Initiated Studies Program. Abstracts of Funded Projects 1990 and 1991.

PUB DATE- Apr 92
NOTE- 39p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Change Agents; Educational Policy; *Educational Research; Elementary Secondary Education; *Federal Programs; Gifted; *Grants; Higher Education; High Risk Students; Learning Processes; Literacy Education; Mathematics Education; Minority Groups; Program Descriptions; Psychological Studies; Special Education; Teacher Role
IDENTIFIERS- *Field Initiated Studies Program (OERI)

Intended to encourage promising and fresh ideas in education research, the Field Initiated Studies (FIS) Program in the Office of Educational Research and Improvement (OERI) supports a varied array of research projects that are proposed and justified by the applicants. Of the 29 projects described here, 12 were funded in 1990 and 17 in 1991. The topics and research methodologies are diverse, ranging from projects at small, residential Native American schools that are designed to identify giftedness among Pueblo Indians, to quantitative analysis of databases on the achievement of language minority students. One researcher is using ethnographic techniques to describe the family, community, and school influences on the early childhood experiences of nine children, while another is working with teachers to develop better assessment strategies in mathematics. Another is examining the scheduling and assignment process at urban high schools. FIS has placed increasing emphasis on the dissemination of research findings in useful forms to audiences who can put them into practice, including not only the schools and districts where the research was carried out, but policymakers, teachers, and parents across the country. Information provided for each of the funded projects includes the title, the research objective, a description of the project design, the name and address of the principal investigator, the amount of the grant awarded, and the date when a report will be available. Information for individuals or organizations wishing to propose a project is also provided. (BBM)

ED 343 585 IR 053 763

Bartolo, Laura M.; And Others
Fostering Information Literate Students at a Medium-Sized Research Library: A Comparison of Manual and Online Searches on an Interdisciplinary Topic.
PUB DATE- 30 Jul 91
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Assignments; College Libraries; *College Students; Court Litigation; Databases; Higher Education; Hypothesis Testing; *Indexes; Information Retrieval; Mass Media; *Online Searching; Questionnaires; Relevance (Information Retrieval); *Search Strategies
IDENTIFIERS- LEXIS System

This study investigated the benefits of online research methods over manual methods for novice researchers. It was hypothesized that novice researchers who conduct online searches submit better research projects than those who use manual methods. Undergraduate students in two classes of a journalism course on "Law and Mass Communications", taught in spring 1990 and fall 1990, were required to locate and evaluate landmark judicial decisions pertaining to a particular topic on the media. Students in both classes had individual 1-hour consulting appointments with the librarian or research assistant to review manual/online searching methods in relation to their topics. Two bibliographies prepared by the students using either printed legal reference materials or online searching of the LEXIS system were analyzed to determine the number of related judicial decisions retrieved and the number of landmark decisions included in the total number. Comparison of the results for the two groups revealed a variety of reasons why novice researchers would perform better using online research methods, including ease of searching, time saved, the ability to use cases not available in their university library, and the availability of secondary materials on LEXIS. The study data are presented in two tables. The first table identifies the output variables (e.g., retrieval size and precision) of student manual searching versus student online searching, and the second table indicates the student responses to survey questionnaires about time, satisfaction, levels of confidence, ease of use, and future use of search method. (15 references) (MAB)

ED 343 586 IR 053 868

Cline, Jonathan A.
Cognitive Style in System Design.
PUB DATE- May 91
NOTE- 50p.; M.S. Thesis, Kent State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Cognitive Processes; *Cognitive Style; *Computer System Design; *Information Retrieval; *Man Machine Systems; *Systems Analysis; Systems Development; User Needs (Information)

Different people have a diversity of needs and expectations when approaching an information retrieval system, and providing people with the ease and efficiency to access information is important when designing systems. By examining the man-machine interface from the cognitive viewpoint, it is possible to investigate how a person interacts with an information retrieval system. People with different cognitive styles prefer to interact with systems in different ways, and different styles prefer the information to be presented in different forms and formats. Systems should be designed to accommodate the diversity of cognitive styles and the different requirements of these users. Using tools like the Embedded Figures Test and/or the Myers-Briggs Indicator, an individual's cognitive style can be grouped, and the characteristics can be used to provide a more successful match between learning style and learning environment. By conceptually and descriptively evaluating cognitive styles, strategies and suggestions can be provided for more effective system design. Reasons for the inadequacies of the present systems are examined, and suggestions for the improvement of those systems are made. Some of the many possible reasons why users have difficulty inputting information into systems are also addressed. Finally, a model is provided to suggest how an information retrieval system could be constructed to accommodate the diversity of styles of users. (25 references) (Author)

Kozsely, Marianne Gabriella
Support Staff Input in Academic Library Decision Making.
PUB DATE- Aug 91
NOTE- 46p.; Master's Thesis, Kent State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; *Advisory Committees; Higher Education; *Library Administration; Library Surveys; *Library Technicians; Paraprofessional Personnel; *Participative Decision Making; Questionnaires; Research Libraries

A structured questionnaire was mailed to the directors (n=124) of all of the academic libraries belonging to the Association of Research Libraries (ARL) to obtain information on the status of participative management for support staff groups in major research libraries. Thirty of the 69 library administrators responding to the survey report that their libraries have Support Staff Councils. The majority of these councils are advisory only. Some of the councils are able to make decisions concerning issues that pertain to support staff, e.g., benefits, awards, work procedures, etc. Members on the council are usually elected by their peers. In some instances the members can be appointed to the council by the chair of the council. The majority of these members serve a 2-year term, and members are replaced in a staggered fashion. The libraries that do not have Support Staff Councils indicate that there are other means for the support staff to convey their ideas and opinions. Interestingly, the libraries without councils viewed the Support Staff Councils as a form of a union, yet they did have a council for the professionals. Surprisingly, only half of the academic research libraries responding to the survey are fully automated. A copy of the survey instrument is appended. (31 references) (Author/MAB)

ED 343 588 IR 053 870

Moegling, Mary Lou
Assessing the Bibliographic Instruction Skills Needed for Entry-Level Reference Positions in Academic Libraries.
PUB DATE- Apr 91
NOTE- 55p.; M.S. Thesis, Kent State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Content Analysis; *Employment Qualifications; *Entry Workers; Higher Education; Job Skills; *Librarians; Library Personnel; *Occupational Information; Questionnaires; *Reference Services
IDENTIFIERS- Advertisements

The purpose of this study is to determine responsibilities expected of newly-hired academic reference librarians and background experiences they are expected to possess. The content analysis of 3 months' worth of reference librarian job listings from three 1990 issues of "College & Research Library News" led to a profile of expectations for newly-hired librarians. Questionnaires were then sent to the libraries advertising these positions to further investigate the characteristics of the institution and its expectations for the successful candidate for the position. Of the 41 responding institutions, over 50% wanted applicants to possess good interpersonal skills and have online searching experience. About one third expected automation experience and bibliographic instruction experience. The majority of successful applicants can expect their salaries to be based on minimum salaries of $20,000 to $30,000. Three-fourths of the applicants can expect to work 36 to 40 hours per week, and 60% can expect to spend between 11 and 20 hours per week at the reference desk. An overwhelming preference for an American Library Association (ALA) accredited library degree was expressed by both the questionnaire respondents and the job listings. A copy of the questionnaire is appended. (31 references) (Author/MAB)

ED 343 589 IR 053 890

Evans, John Edward
Application of the Principles of Management Information Systems to Information Retrieval Services in Not-for-Profit Academic Libraries.
PUB DATE- 91
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Libraries; Administration; Higher Education; *Information Management; Information Retrieval; *Information Services; *Management Information Systems; Management Systems; Systems Analysis

Management of information services requires managerial control of information about the service itself. A critical factor for information managers that affects their ability to provide service is their own competence at handling management information, i.e., information concerning and describing the performance, income, and expenses of their services. Successful operation of fee-based information retrieval services in the not-for-profit academic sector places considerable administrative pressure on mid-level managers. Balancing cost-recovery against demands for effective results within traditionally free information services requires that managers gather, collect, and evaluate a variety of information about information services. This paper applies the principles of Management Information Systems to the administration of Information Retrieval Services applicable to both profit and not-for-profit services encompassing cost analysis, inventory control, overhead and capital expenses, staff development and marketing, and evaluation of services. (Author)

ED 343 590 IR 053 949

Deitrick, Bernard E.
A Basic Book List for Church Libraries. A CSLA Bibliography.
Fourth Revised Edition.

PUB DATE- 91
NOTE- 22p.; For the third revised edition, see ED 314 066.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Aging (Individuals); Annotated Bibliographies; Biblical Literature; Childrens Literature; *Ethical Instruction; Family Life; Interfaith Relations; *Library Collection Development; *Library Collections; Marriage; Religious Education; *Resource Materials; Social Psychology; *Special Libraries; *User Needs (Information)

IDENTIFIERS- *Church Libraries

This annotated bibliography lists approximately 190 interdenominational books; books of interest to a single denomination are not included. The list was selectively compiled to provide a basic collection of religious books that will serve as resources in 21 subject areas. The material has been checked over and approved by representatives of several diverse denominations. Each entry provides a book's availability, price, and publisher, and a brief annotation. Information included in these entries was checked with "Books in Print" at the time of publication. Some of the titles are marked with an asterisk, which indicates that they are felt to offer particularly important contributions to church libraries, and it is suggested that these titles be considered first in situations where limited funds are available for acquisitions. Major categories listed are: (1) Library Resources; (2) Bible Versions; (3) Bible Study; (4) Christian Faith and Doctrine; (5) Christian Living; (6) Prayer and Devotional Life; (7) Devotional Classics; (8) The Nature of the Church; (9) Christian Education; (10) Church History; (11) World Religions; (12) Christian Ethics; (13) Marriage and Family Life; (14) Aging; (15) Death and Dying; (16) Religious Psychology; (17) Religious Sociology; (18) Holidays; (19) Biography; (20) Children's Books (pre-school to elementary); and (21) Intermediate to Youth. (MAB)

ED 343 591 IR 053 950

Darnell, Polly

Managing Our Past for Our Future: A Five-Year Plan for Cooperative Efforts to Preserve the Documentary Heritage of the Western New York Region. 1990-1994.

PUB DATE- Jan 90

NOTE- 48p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Libraries; *Archives; Documentation; Higher Education; Library Collections; *Local History; *Preservation; Public Libraries; *Records Management; Regional Programs

IDENTIFIERS- *New York (West); *Regional History; Repository Libraries

This report describes the 5-year plan of the Documentary Heritage Program (DHP), which is charged with ensuring that historical records important for documenting Western New York are preserved and are used effectively by researchers. The report is divided into four sections. In the first section the background and structure of the DHP is introduced. The second section describes the present conditions in the region. Included are a brief profile of the region and descriptions of its historical record repositories, existing means for staff training, the type of cooperation among repositories, and the documentation of the region. The third section identifies the uses, and users of, regional historical records, including scholars, students, avocational historians, administrators, other professions, the general public, and genealogists. The fourth section outlines the purpose, goals and objectives, the timetable, and the priorities/program emphases of the 5-year plan. A bibliography of materials available from the DHP lending library is attached. This bibliography includes the titles of books, serial publications, articles, cassettes, and videos which relate to archival management. (MAB)

ED 343 592 IR 053 951

Emerson, Susan Vince; And Others
Administrative Aspects of Third World Library Development: The Five "Pillars" of Sustainable Information Transfer.
PUB DATE- Sep 91
NOTE- 35p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Budgeting; *Developing Nations; Human Resources; *Information Technology; *Information Transfer; Institutional Cooperation; *Library Administration; *Library Development; Library Networks; Library Planning; Scientific and Technical Information; Technological Advancement

Third World libraries, as a rule, receive information technology, technical assistance, and training as part of international development projects. Library improvements and their intended objective, information transfer, are more effective and lasting if key administrative and policy issues are addressed by the projects. Critical success factors for libraries and documentation centers in developing countries are: (1) the position of the library/documentation center within the parent institution; (2) the host country budget; (3) the director; (4) commitment to and resources for human resources development; (5) cooperation between libraries, documentation centers, and publishers in the country; and (6) linkages to regional and international networks. The five "pillars"--the necessary components of sustainable scientific information systems--are economic-technical infrastructure, information policy, information technology, human resource development, and management. (6 references) (Author/MAB)

ED 343 593 IR 053 952

Darby, Christine M.
Federal Information Sources for Adult Illiteracy.
PUB DATE- 92
NOTE- 43p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; *Adult Literacy; Annotated Bibliographies; Depository Libraries; *Federal Government; Federal Legislation; Federal Regulation; *Government Publications; Hearings; *Illiteracy; Indexes; Library Materials; *Public Policy; Statistical Data

This interdisciplinary guide to public policy for adult education has four objectives: (1) to provide both information about the supply of federal information on the topic and assistance with searching federal sources; (2) to build a basic understanding of federally produced information on an interdisciplinary topic; (3) to introduce the researcher to federal information resources using different formats and types of publications; and (4) to provide research assistance for adult educators and students. A brief discussion of the need for such a guide and the objectives of this one in particular is followed by an introduction to the federal system, including the "depository system," the functions of the Superintendent of Documents and the Government Printing Office, and electronic access to the "Monthly Catalog of U.S. Government Publications" via OCLC and commercially produced CD-ROMs. The next section provides background information about adult functional illiteracy, describes the range of persons affected by it, and identifies congressional efforts to combat illiteracy. A 12-item bibliography lists both governmental and nongovernmental sources for information on adult functional literacy. Following this, a section of commentary on specific information sources describes both federal and commercial publications providing access to or information on legislative and educational issues; general sources for facts and data; congressional hearings; and legislation and regulations. The next section contains an annotated bibliography listing 26 publications produced by the U.S. Department of Education and one by the U.S. Bureau of the Census, including seven specific sources for facts and data; 13 congressional committeee hearings; and 13 titles on federal legislation and regulations. Appended materials contain a list of seven additional titles; an explanation of various components of a sample entry in the "American Statistical Index" (ASI), "Congressional Information Services" (CSI), and the "Monthly Catalog"; and a list of acronyms used in the guide. (MAB)

ED 343 594 IR 053 953

Balachandran, Sarojini

Fisheries Information Network in Indonesia.

PUB DATE- 91
NOTE- 17p.; Paper presented at the National Conference on Librarians and International Development (3rd, Corvallis, OR, April 28-30, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Networks; *Databases; Developing Nations; *Economic Development; *Fisheries; Foreign Countries; Information Dissemination; *Information Networks; Information Storage; *Information Transfer; Library Networks; Shared Library Resources
IDENTIFIERS- *Indonesia

During the early 1980s the Indonesian government made a policy decision to develop fisheries as an important sector of the national economy. In doing so, it recognized the need for the collection and dissemination of fisheries research information not only for the scientists themselves, but also for the ultimate transfer of technology through extension networks to small holder fish farmers and fishermen spread throughout the many islands of Indonesia. The Indonesian Fisheries Information System (INFIS) network was set up to support cooperative action among the various fisheries institutions. This paper describes the formation and actual workings of INFIS, and explains how INFIS has successfully coordinated fisheries information collection and networking activities--i.e., manpower training, building of the INFIS database, issuance of publications, and the building of the network infrastructure--throughout Indonesia. Further, the tie-in of INFIS with the other regional networks that form the backbone of the southeast Asian Fisheries Information System is briefly touched on. Concluding the paper are the names and addresses of the libraries that participate in the INFIS network, a chart relating to the flow of information within the network, and several INFIS bibliographic worksheets. (MAB)

ED 343 595 IR 053 954

Svenningsen, Karen

Instructing and Implementing Dow Jones News/Retrieval into an Academic Setting.

PUB DATE- Jan 92

NOTE- 21p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *College Libraries; Computer Software; Costs; *Databases; Higher Education; Library Collections; Microcomputers; Modems; *Online Systems; *Reference Materials; Search Strategies

IDENTIFIERS- *City University of New York Coll of Staten Island

This report describes how the City University of New York College of Staten Island library incorporated the Dow Jones News/Retrieval (DJN/R) service into their collection. Included in the report are some general criteria that the college considered before selecting the DJN/R database system, an

overview of the seven categories of databases contained in DJN/R, the costs associated with the DJN/R service, and the type of computer equipment needed for this service. Some general strategies for including the DJN/R in library instruction are also given. Concluding the report is a table showing the DJN/R's use in its first three years and individual profiles of the DJN/R's 40 databases. Search strategies are suggested for each of the database profiles. (MAB)

ED 343 596 IR 053 955

Findley, Paul
Libraries and Development.

PUB DATE- Apr 91
NOTE- 15p.; Paper presented at the National Conference on Librarians and International Development (3rd, Corvallis, OR, April 28-30, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Developing Nations; *Federal Legislation; Foreign Countries; Hunger; Information Dissemination; Information Retrieval; Information Storage; *Information Transfer; *International Programs; Land Grant Universities; Library Role; Nutrition; Rural Development; Rural Extension; *World Problems
IDENTIFIERS- *Famine; *United States

These keynote remarks review some of the origins of Title XII of the Foreign Assistance Act. This legislation, whose goal is to conquer famine and malnutrition worldwide, was signed into law by President Ford in 1975. Senator Hubert Humphrey's address at the 1977 Famine Prevention Symposium in Washington, DC, is recounted with emphasis on his challenge to the participating diplomats, university leaders, and AID officials to banish the age-old problem of famine and malnutrition worldwide through farmer and land-grant education programs in developing countries. Two books which inspired the legislative process that culminated in Title XII are also reviewed. The first, "We Don't Know How" (William Paddock), exposes the failures of AID projects in Mexico and Central America and argues that two major factors in these failures were a breakdown in communications among the project sponsors and the lack of institutional memory. The second, "Partners with India" (Hadley Read), suggests that U.S. land-grant models should be applied in countries that need to improve agricultural production. Attention is also drawn in these remarks to the preliminary results of a survey of the policies of 40 Title XII institutions for the storage and retrieval of development assistance information. It is noted that some U.S. institutions that have had long experience with development contracts have done little to retain and catalog the information resulting from these contracts, or to promote information retrieval by students, teachers, scientists, and other institutions. Librarians are urged to provide leadership in the storage and dissemination of research information on famine and malnutrition to support efforts to overcome these problems in needy countries. (MAB)

ED 343 597 IR 053 956

Library Automation Style Guide.
PUB DATE- Oct 91

NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Abbreviations; Definitions; Glossaries; *Information Technology; Jargon; *Library Automation

This library automation style guide lists specific terms and names often used in the library automation industry. The terms and/or acronyms are listed alphabetically and each is followed by a brief definition. The guide refers to the "Chicago Manual of Style" for general rules, and a notes section is included for the convenience of individual users. (MAB)

ED 343 598 IR 053 957

Tang, Donna Taxco
Library Networks in Less-Developed Countries: Two Argentine Cases and Some Observations.
PUB DATE- Apr 91
NOTE- 30p.; Appended materials contain marginally legible portions.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Developing Nations; Economic Development; Foreign Countries; Information Management; *Information Networks; Information Systems; Information Technology; *Information Transfer; *Institutional Cooperation; *Library Networks; Personal Narratives
IDENTIFIERS- *Argentina

As an American Library Association/USIA International Library Fellow in Argentina from March to September 1989, the author worked with the Argentine National Protective Commission for People's Libraries. Included in her assignment was a charge "to assist in the development of a popular libraries network in Patagonia," the southernmost region of this South American republic. Argentina's current attempt to transform its economy from an inefficient, state- dominated one to a more productive mix in which private enterprise predominates, resembles similar efforts in other South American countries and also in the countries of Eastern Europe. This paper uses the author's experience and observations in working with the "network" of Patagonian people's libraries and with another, more developed network (INTA--the National Institute of Farming Technology) in Argentina--to describe the role libraries and librarians play in this transformation. It touches upon the social, political and economic factors and attitudes at work in this massive task. The barriers which exist in Argentina to effective performance of information's vital role are outlined. Finally, the paper suggests areas for specific international and inter-institutional cooperation to enhance the role of information management in this type of transformational development. (Eleven figures are appended.) (Author)

ED 343 599   IR 053 965

de Torres, Amparo R., Ed.
Collections Care: A Basic Reference Shelflist.
PUB DATE- 90
NOTE- 184p.; Supported by the Institute of Museum Services and the Bay Foundation.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Archives; Bibliographic Records; Emergency Programs; Exhibits; *Library Collections; Museums; Online Searching; Online Systems; Photographs; *Physical Environment; *Preservation; Records Management
IDENTIFIERS- Artifacts; *Museum Collections; Printed MAterials

This is an extensive bibliography of reference sources--i.e., books and articles--that relate to the care and conservation of library, archival, and museum collections. Bibliographies are presented under the following headings: (1) General Information; (2) Basic Collections Care; (3) Architectural Conservation; (4) Collections Management: Law, Ethics, and Policies; (5) Collections Storage; (6) Emergency Preparedness and Response; (7) Environmental Control: Illumination; (8) Environmental Control: Pest Management; (9) Environmental Control: Pollution; (10) Environmental Control: Temperature and Relative Humidity; (11) Exhibitions and Packing for Shipment; (12) Informatics of Documentation; and (13) Safety and Health. Information provided for each entry includes the author, title, date of publication, and either the publisher or the journal in which the article appeared. (MAB)

ED 343 600   IR 053 967

Temme, Dana L.
A Computer Approach To Teach Study Skills to Third Grade Students and Parents.
PUB DATE- Nov 91
NOTE- 97p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Computer Assisted Instruction; *Grade 3; Hypermedia; Instructional Effectiveness; *Microcomputers; *Parent Participation; Parent School Relationship; Pretests Posttests; Primary Education; Questionnaires; Study Habits; *Study Skills; Surveys
IDENTIFIERS- *HyperCard

The problem of a high percentage of third grade students with poor study skills was addressed through a computer program designed to teach these skills. Parent participation was an important component of the program as it has been shown that parental involvement has a positive effect on student achievement and success at school. A motivational study skills program was created using the HyperCard computer software. Students and parents used this computer program to learn homework guidelines, notebook organization, and techniques for studying. Voice interaction, animation, and a variety of graphics were motivational components of the program. A pretest-posttest design was used to show measured growth in the designated skills taught in this study. Results indicated increased levels of achievement for the target group in study skills. It was concluded that this computer program would facilitate orientation of students or teachers new to the school, as well as provide uniformity and consistency if adopted as a school-wide study skills program. Appendices include teacher survey, teacher questionnaire, parent survey, student pretest, parent letter, letter on reading comprehension, and samples of student data. (16 references) (Author/DB)

Directory of Unesco Information Services: Library, Archives, and Documentation Centres = Repertoire des Services d'information de l'Unesco: bibliotheque, archives et centres de documentation.
PUB DATE- 90
NOTE- 76p.
LANGUAGE- French; English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Archives; Audiovisual Aids; Documentation; Education; *Information Centers; *Information Services; Information Systems; *International Organizations; Museums; Online Systems; Scientific and Technical Information; Social Sciences; *Special Libraries
IDENTIFIERS- *UNESCO

Although primarily a directory of Unesco documentation centers and information units, this guide also provides information on the Main Library and the Unesco Archives. The listing for each of the nine centers includes information on any subdivisions of the center: (1) Bureau for Co-ordination of Operational Activities (BAO); (2) Culture and Communication Sector (CC--includes documentation and copyright centers); (3) Education Sector (ED--includes the International Bureau of Education, the documentation and computerized management service, and the International Institute of Educational Planning); (4) Non Governmental Organizations (NGO--includes the International Association of Universities/Unesco Information Center on Higher Education and the Unesco International Council of Museum-Documentation Center); (5) Office of Public Information (OPI--includes the Office of Public Information Documentation Center; Film and Video Archives; Division for Audio-visual Information-Photo, Technical-Radio, and Technical-Video Units); (6) Sector for Programme Support (PRS--includes the General Information Program Documentation Center, Office of Statistics Documentation Center, Archives Section, and Computerized Documentation and Library Section); (7) Office of External Relations (REX); (8) Science Sector (SC--including the Division of Ecological Sciences, Division of Water Sciences, Intergovernmental Oceanographic Commission, Division of Marine Sciences, Information Exchange Program on Science and Technology Policies, and Energy Information Section); and (9) Sector for Social and Human Sciences (SHS--including the Division of Human Rights and Peace, Division of Economic Sciences and Social Sciences, and Youth Division). Information provided for each center includes its name (in French and English), address, and telephone number; hours of operation; directing officer; principal activities; subjects covered; services provided; number of titles produced by Unesco and/or obtained from outside Unesco; number on mailing list; whether the information is processed manually or is computerized; equipment type; and publications. A subject index in both French and English concludes the directory. Information provided for some of the centers is largely in French. (MAB)

ED 343 602 IR 053 970

Henson, Jane E., Ed.
Libraries--Link To Learning. Final Report on the Indiana Governor's Conference on Libraries and Information Services (2nd, Indianapolis, Indiana, November 16-18, 1990).
PUB DATE- Nov 90
NOTE- 111p.
LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Libraries; Access to Information; *Democracy; Higher Education; Library Role; Library Services; *Literacy; *Productivity; Public Libraries; User Needs (Information)
IDENTIFIERS- *Governors Conference Library Info Services IN; *Indiana; White House Conference Library Info Services

This report focuses on the three themes of the 1991 White House Conference on Library and Information Services, i.e., Democracy, Literacy, and Productivity. The report begins with an introduction by State Librarian Ray Ewick and a summary of the conference activities. Executive summaries of remarks made by speakers during three general conference sessions and two dinner sessions are then presented. Speakers included Governor Evan Bayh, Arthur Meyers (Hammond Public Library), Edward Jenkinson (Indiana University), George Averitt (Michigan City Dispatch), Randall Shepard (Indiana Supreme Court), Graham Toft (Indiana Economic Development), Jerry Paar (Indiana University Purdue University), Linda Wolfe (Wolfe Business Research Corporation), Ray Ewick (Indiana State Library), Douglas Roof (Department of Employment and Training Services), Leah Lefstein (Indiana Youth Institute), Andrew Venable (Gary Public Library), Michael Hawley (Massachusetts Institute of Technology), and Thomas J. Mullen (Earlham College). Thirty-five final resolutions voted on and accepted by the conference participants are followed by three discussion papers addressing the themes of the conference and responses to these papers. The papers were presnted by Arthur S. Meyers (Democracy); Emily Mobley (Productivity); and Catherine Gibson (Literacy). Concluding the report are lists of the delegates to the Governor's Conference and the White House Conference and contributors to the Governor's Conference. Appended materials include additional information on the Governor's Conference, information on computerized information services in Indiana, and conference forms and worksheets. (MAB)

ED 343 603 IR 053 971

Library Media Services Handbook.

PUB DATE- 91
NOTE- 626p.
LANGUAGE- English
EDRS Price- EDRS Price - MF03/PC26 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Course Integrated Library Instruction; Elementary Secondary Education; Evaluation Methods; Foreign Countries; Guidelines; *Learning Resources Centers; *Library Administration; Library Planning; *Library Services; Objectives; Program Content; Program Descriptions; Program Evaluation; Worksheets
IDENTIFIERS- Librarian Teacher Cooperation; Library Policy; *Winnipeg School Division Number 1MB

This 1991 edition of the handbook for Winnipeg School Division Number 1 school library media programs presents detailed program guidelines, objectives, philosophies, and goals in five major sections: (1) Library Policy and Practices (statement of the division's educational philosophy and goals, philosophy and goals of the division's library program, philosophy and goals of the school's library program, evaluation of school library media services, school records and reports); (2) Personnel (staffing patterns, job descriptions, qualifications drafts, evaluation, continuing education); (3) Instructional Program (design and development, independent learning skills, literary and cultural appreciation, visual literacy, interactive listening, staff inservice programs); (4) Organization and Administration at the School Building Level (time management, staff management, orientation programs, efficient use of facilities and equipment, selection of materials and equipment, production services at the school building level, budgets and accounting, forms by number and use, acquisition of materials, organization and circulation of material, maintenance of collection, volunteers in the library, public relations, networking); and (5) Divisional Support of School Programs Provided by Teachers Library and Resource Centre (TLRC) (staff relationships within division, scope of services, staff relationships, facilities, professional development services, processing services, reference services, film services, production services, equipment repair service, equipment loan service, maintenance and inventory programs, advisory committees, other committees, publications, policy papers). (MAB)

ED 343 604 IR 053 974

Varley, Allan
Marine Information Centre Development: An Introductory Manual. Manuals and Guides 23.
PUB DATE- 91
NOTE- 38p.; An Intergovernmental Oceanographic Commission contribution to the Aquatic Sciences and Fisheries Information System.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Databases; *Information Centers; Information Dissemination; Information Management; *Information Services; Information Sources; Information Storage; International Organizations; International Programs; *Library Administration; *Library Role; *Marine Biology; Online Searching; Scientific and Technical Information

The purpose of this introductory manual is briefly to explain and put into context the elements involved in marine information center development and operation. Its goal is to provide an overview and create an awareness of the range of the inter-connected procedures, activities, and products that make up an information service. The introductory materials provided describe the process of making a document available to users and the functions of information centers and libraries. The remainder of the manual focuses on the various aspects of a marine information center: (1) Marine Information Center (e.g., descriptions of its planning and management, subject scope, the users, staffing, the collection, selection, acquisition, recording, cataloging, classification, arrangement, loans, interlibrary loans and document delivery, current awareness, indexing, information retrieval, translation, information products and publications, information and data analysis, referral, and disaster contingency planning); (2) Automation (databases, search procedures, compact disc systems, in-house systems, CSD/ISIS bibliographic software, database structures and standards, integrated systems); (3) International Information Systems (rationale and benefits); (4) The Aquatic Sciences and Fisheries Information System (ASFIS) ("Aquatic Sciences and Fisheries Abstracts"--ASFA, current awareness publications, registers and directories, ASFIS reference series, "World List of Aquatic Sciences and Fisheries Serial Titles," participation in ASFIS, and responsibilities and benefits); (5) The ASFIS Center (designation and duties); (6) Network Development, Cooperation, and Collaboration; (7) Promotion; and (8) Training. A 19-item list of references and a directory of selected ASFA/AFSIS centers, institutions, and agencies concerned with marine information exchange and database hosts offering online access to bibliographic databases conclude the manual. (MAB)

ED 343 605 IR 053 976

Buckingham, Betty Jo
Planning the School Library Media Center Budget. Revised Edition.
PUB DATE- 91
NOTE- 29p.; For the 1984 edition, see ED 242 324.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Budgets; Elementary Secondary Education; *Learning Resources Centers; Library Administration; *Library Collection Development; Library Development; Library Materials; *Library Planning; *School Libraries
IDENTIFIERS- *Iowa

This guide presents practical information about planning a school library media center budget in consideration of the goals and objectives of the district, the school, and of the particular programs involved, both for the year under consideration, and for the future. Three chapters are devoted to discussions of initiating a budget, the Iowa budget format, and other components of a school library budget. Four sample replacement cycles and costs charts for selected library media for elementary, junior high/middle schools, senior high schools, and area colleges are provided for basic, initial or phase one collections for cycles from 2 years to 33 and one-third years. Sample maintenance and development budgets for a junior-senior high school with an enrollment of 500, as well as several budget templates, are also presented. A listing of subaccount codes typically used in Iowa library media programs is appended. (MAB)

ED 343 606 IR 053 977

South Carolina State Library Annual Report. 1990-91.

PUB DATE- 91
NOTE- 69p.; For the 1989-90 annual report, see ED 333 873.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Administrative Organization; Annual Reports; Blindness; Charts; Computer Networks; Disabilities; Elementary Secondary Education; Institutional Libraries; Library Administration; *Library Development; Library Networks; *Library Services; Library Statistics; *Library Technical Processes; Public Libraries; State Libraries
IDENTIFIERS- *South Carolina State Library

This annual report documents the activities and accomplishments of the South Carolina State Library in 1990-91. Introductory materials include lists of the members of both the South Carolina State Library Board and the library staff; an organization chart; the goals and mission statement of the South Carolina State Library; a history of the library; a financial statement for the fiscal year; and highlights of fiscal year 1990-1991. A discussion of Library Services activities includes information services to state government, interlibrary loan service, the state documents depository system, library services to the blind and physically handicapped, and state library loan statistics for 1990-91. A section on the library's collection includes descriptions of the general and special collections. Summary and detailed statistical reports on the collection are also provided. A summary of Library Development activities then describes Consultant Services; Grant Administration (state aid for public libraries, federal aid to South Carolina libraries, continuing education for librarians, library services to both children and adults, library services for the disadvantaged, the literacy program, public library construction, and institutional library services). Reports on the South Carolina Library Network, public information services, the Second White House Conference on Library and Information Services, and volunteer services are also provided, as well as a listing of South Carolina State Library publications. Also provided are a list of public library board chairmen; directories of public, college and university, and institutional libraries; and statistics for these three types of libraries. (MAB)

ED 343 607 IR 053 978

Quezada, Shelley, Comp.

Strengthening the Literacy Network. Proceedings of a National Forum for State Libraries (1st, Alexandria, Virginia, May 20-22, 1990).

PUB DATE- Jul 91

NOTE- 122p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Adult Literacy; Community Cooperation; Community Support; Computer Assisted Instruction; Educational Technology; Federal Aid; Library Networks; Library Planning; *Library Services; *Literacy Education; *Public Libraries; Reading Programs; *State Libraries; User Needs (Information)

IDENTIFIERS- Family Literacy; Library Services and Construction Act

This national literacy conference focused on the issues of developing community collaborations at the state and local levels, motivating constituent libraries to be more involved in literacy, technology-assisted learning, family literacy, workforce literacy, rural literacy, and issues involved in the administration of the Library Services and Construction Act (LSCA) Title VI. Included in this report are 12 presentations from the forum: (1) "The Role of Federal Legislation in Support of Literacy" (Donald M. Payne); (2) "Investing in the Future: Literacy and Libraries" (Gary Strong, first keynote speaker); (3) "Motivating Libraries To Be Involved in Literacy" (Debra Wilcox Johnson); (4) "Developing Community Collaborations" (Judy Rake); (5) "Luncheon Address" (Joan Seamon); (6) "Family Literacy: 'What Was, What Is and What Could Be'" (Carole Talan, Carol Sheffer, and Debra Wilcox Johnson); (7) "Technology-Assisted Literacy" (June Eiselstein and Sara Callaway); (8) "Library Efforts To Support Workforce Literacy" (Paul Kiley and Rod McDonald); (9) "Rural Literacy" (panel discussion--Sibyl Moses, Vikki Jo Stewart, and Betty Ann Funk); (10) "The National Literacy Act and Its Effect on Libraries" (Paul Simon, second keynote speaker); (11) "LSCA Title VI" (discussion session with federal program officers Carol Cameron and Barbara Humes); and (12) "Libraries, Literacy, and the Future" (Marilyn Gell Mason). Concluding the report are seven resolutions developed by the forum participants; a list of the names, addresses, and phone numbers of the forum participants; and a 31-item bibliography. (MAB)

ED 343 608 IR 053 981

Moline, Judi
Using Standards To Facilitate Access and Reuse of Museum Information.
PUB DATE- Oct 91
NOTE- 11p.; Paper presented at the International Conference of Hypermedia and Interactivity in Museums (1991). Published in "Hypermedia and Interactivity in Museums: Proceedings of an International Conference" (Pittsburgh, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Archives; Classification; Information Systems; Models; *Museums; *Online Systems; *Records Management; *Standards; *Systems Development; User Needs (Information)
IDENTIFIERS- Open Systems Theory

Standards for dealing with electronic records must be selected based on a careful analysis of user requirements. These requirements must take into account the long range goals of the larger community. For any particular museum this larger community could include archives and libraries, as well as other museums and the patrons of the museums. Consistent use of standards among members of the museum community would facilitate the interchange of information among systems. Further, standards allow the reuse of information. This reuse may be for the same or different purposes. This paper presents a framework for determining the needed standards for museum records management. Although options are discussed based on the Open System Environment, these are not a predetermined set of standards. The goal of this paper is to help a particular user community select appropriate standards. A list of acronyms used in the paper is appended. (12 references) (Author/MAB)

ED 343 609 IR 053 984

Offermann, Glenn W.

Computer Applications and Libraries: A Study of Small and Medium-sized Academic Libraries.

PUB DATE- 91

NOTE- 35p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Academic Libraries; Bibliographic Utilities; Cataloging; *Computer Software; Databases; Higher Education; Library Acquisition; *Library Administration; *Library Automation; Library Circulation; Library Expenditures; *Library Services; Library Surveys; Microcomputers; Online Systems; Online Vendors; Optical Data Disks; Questionnaires; Serials; *Use Studies

IDENTIFIERS- Mainframe Computers

This study is based on a survey of a sample of 162 academic libraries holding between 90,000 and 500,000 volumes. The report begins by comparing various characteristics of the libraries to arrive at a profile of an average sample library in terms of volumes, enrollment, volumes per student, budget, expenditures per student, salaries as percent of total budget, periodicals as percent of book budget, and expenditures for databases and cooperative activities. The first of two main parts of the survey form focused on computer-based services; mainframe/minicomputer applications; microcomputer applications for library databases, CD-ROM, library administrative functions, and patron laboratories; software collections; and other applications (chiefly printers and modems). The second part dealt with problems and coping strategies in the seven application areas. The responses indicated that: (1) nearly all of the libraries participated in a bibliographic utility and an online database service; (2) other computer-based services--i.e., acquisitions, serials, COM catalogs, and CD-ROM catalogs--were much less used; (3) less than one-half were involved in the operation of locally based automated systems, including online catalogs and circulation systems; (4) 19 major systems were represented among the respondents, with five being the highest number of users for any single system; (5) microcomputer (PC) applications for acquisitions and serials control were more common than for cataloging and circulation; (6) PC use for word processing and spreadsheets was reported by more than one-half of the respondents, with fewer libraries using desktop publishing and graphics programs; (7) more than half reported computer laboratories for patrons; (8) the number of software programs varied widely for different microcomputers; and (9) printers and modems were more readily available for staff than for patrons. Problems listed were (in rank order) in the following areas: financial, facilities, staff, patrons, and vendors. The top three coping strategies were "shifted budget," "workshops," and "networking," and the lowest ranked was "consultants." Others listed included journals, vendor training, cooperative arrangements, documentation, additional staff, patron training, and added budget. A copy of the survey instrument is appended. (DB)

ED 343 610 IR 053 985

Copyright Renewal Provisions. Hearing before the Subcommittee on Patents, Copyrights and Trademarks of the Committee on the Judiciary. United States Senate, One Hundred Second Congress, First Session on S. 765. A Bill To Amend Title 17, United States Code, the Copyright Renewal Provisions, and for Other Purposes.

PUB DATE- 12 Jun 91

NOTE- 80p.; Serial No. J-102-26.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Authors; *Copyrights; Court Litigation; *Federal Legislation; Fees; Hearings; *Intellectual Property; *Ownership; Public Policy; Publishing Industry

IDENTIFIERS- Congress 102nd; Copyright Act 1978; Music Composers

This hearing was held to discuss a proposal to restore a measure of equity and fairness to the copyright law. Under current law, authors whose works were created after January 1, 1978, receive a single term of copyright protection, extending for the life of the author, plus 50 years. But authors of pre-1978 works are only entitled to a 28-year term of protection, and must file a registration renewal with the copyright office to receive an additional 47-year term of protection. This renewal requirement has caused a number of authors to accidentally forfeit copyright protection for their work, consequences felt most harshly by less noted authors of minor works, and by heirs and families of authors. S. 756, a bill to amend the copyright renewal provisions of title 17, U.S. Code, will automatically grant an additional 47-year term of copyright protection for these pre-1978 works and will make registration renewal voluntary. After an opening statement by Dennis DeConcini, Chairman of the Subcommittee, and the text of S. 756, transcripts of the testimony and/or statements by two witnesses are provided: (1) Ralph Oman, Register of Copyrights at the Library of Congress, accompanied by Dorothy Schrader and Eric Schwartz; and (2) Burton Lane, composer, on behalf of the American Society of Composers, Authors, and Publishers, accompanied by Bernard Korman. Also included are additional statements and letters submitted for the record by Broadcast Music, Inc.; Jacqueline Byrd (widow of songwriter Robert Byrd); Irwin Karp (Committee for Literary Property Studies); John M. Kernochan (Columbia University School of Law); Gregory Luce (Sinister Cinema Video); National Music Publishers' Association, Inc.; L. Ray Patterson, Professor of Law, University of Georgia); and Barbara Ringer (former Register of Copyrights). (DB)

ED 343 611 IR 053 987

Guidelines for Arrangement and Description of Archives and
Manuscripts: A Manual for Historical Records Programs in New
York State.

PUB DATE- 91
NOTE- 42p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; *Archives; Cataloging; Classification; *Documentation; Guidelines; Information Storage; Information Systems; *Local History; Machine Readable Cataloging; *Records Management; Regional Programs
IDENTIFIERS- Documentary Heritage Program NY; *MARC; *New York

The purpose of these guidelines is to provide archivists, librarians, local government officials, and staff of repositories responsible for preserving historical records in New York State with basic instructions on arrangement and description practices. The guidelines: provide information on describing archival and manuscript materials at a collective level; supply general directions for their arrangement and description; and identify the manuals and books where more specific instructions, rules, or information can be found. In the first two of seven sections, an introduction to the archival process and types of archival finding aids and archival information systems are provided. The third section presents information about the uses of archival description and the Machine Readable Cataloging for Archival and Manuscripts Control (MARC AMC) format. The fourth section presents general directions for and describes two core principles of arrangement: the principle of provenance, and the principle of original order (or "respect des fonds"). The fifth section addresses various facets of archival description, e.g., assigning main entry and title, describing physical characteristics, providing historical and background information, describing intellectual contents, providing access through indexing, and creating container and folder lists. Information about Documentary Heritage Program workshops on arrangement and description conclude the manual. Examples of accession level records, manuscript collection descriptions, and archival series descriptions are appended. After each example is a second version of the description showing the use of MARC AMC fields, as well as container or folder lists for most of the descriptions. A basic bibliography on archival description lists general works; description tools, cataloging rules, and manuals; vocabulary lists; and archival journals. A bibliography on the MARC AMC format lists general works and works on MARC documentation. (MAB)

ED 343 612 IR 053 989

Klein, Christine De Bow
Jewelry History: A Core Bibliography in Support of Preservation.
PUB DATE- Feb 92
NOTE- 53p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reports - Research/Technical (143)
DESCRIPTORS- Access to Information; *Archives; Bibliographic Records; Documentation; *History; Library Collections; Microforms; *Preservation; Primary Sources; Records Management; *Research Tools; Resource Materials; Surveys
IDENTIFIERS- *Jewelry

The intent of this project was to create a core bibliography in support of preservation of scholarly jewelry research, and to encourage the interest and involvement of jewelry historians, appraisers, professionals, collectors, and connoisseurs in preservation initiatives. The bibliography identifies a core of jewelry history books that are frequently cited and may be prime targets for preservation. Fifteen respected jewelry historians, jewelry scholars, and appraisers were requested to supply a list of the 25 works that they considered to be the most important books that supported their individual field of research. In addition, the respondents were surveyed to determine common preservation problems within the field. The results of this survey, which included access problems (e.g., brittle books and unavailable materials), are presented in the first half of the report. Brief descriptions of the collections and services of six libraries with significant holdings conclude the first part. The core bibliography, which comprises 284 titles, including the respondents' selections and additions from 11 selected bibliographies, makes up the second half of the report. It is noted that all of these titles are candidates for preservation. Each bibliographical entry consists of the document's full name or complete title with subtitle, the date of publication, the number of survey respondents who cited the book, the number of times the book was cited in the 11 bibliographies consulted, whether the material has been microfilmed, and whether it is endangered or has been reprinted. (MAB)

ED 343 613 IR 053 990

Chiang, Ching-hsin
Learning COMCAT (Computer Output Microform Catalog): Library Training Program for Foreign Students at New York Institute of Technology.
PUB DATE- 2 Jun 91
NOTE- 125p.; Master's Thesis, New York Institute of Technology.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Libraries; *Computer Output Microfilm; *Foreign Students; Higher Education; *Instructional Design; *Library Catalogs; *Library Instruction; *Material Development; Questionnaires; Research Skills; Research Tools; Systems Development
IDENTIFIERS- *New York Institute of Technology

This thesis reports on the designer's plans and experiences in carrying out the design, development, implementation, and evaluation of a project, the purpose of which was to develop a training program that would enable foreign students at the New York Institute of Technology (NYIT) to use the Computer Output Microform Catalog (COMCAT) and to develop a sense of library research skills. The project was conducted using the principles and techniques of instructional system design (ISD). The report consists of seven chapters: (1) Introduction (overview, background, statement of the problem, project purpose, definition of terms, assumptions, limitations, method and procedures); (2) Analysis (needs analysis, instructional goal, literature review, plan for design and development effort); (3) Design (instructional task analysis, instructional objectives, entry behaviors defined, group and sequence objectives, learning activities specification, assessment system specification, evaluation system specification, learning transfer system specification, review and selection of existing materials);(4) Development (learning activity development scheme, learning activity development, learning activity review, materials for evaluation produced); (5) Implementation (materials for implementation reproduced, instructional delivery, data collection); (6) Evaluation (formative evaluation, summative evaluation learning transfer); and (7) Summary and Recommendations (methods and procedures used, conclusions, recommendations). Thirteen appendices contain copies of pretests and posttests, questionnaires, library guides, and supporting data for the study. (MAB)

ED 343 614 IR 053 991

Siriwongworawat, Suwakhon
A National Survey on Manpower in Libraries, Information Centers and Archives in Thailand.
SPONS. AGENCY- United Nations Educational, Scientific and Cultural Organization, Bangkok (Thailand). Principal Regional Office for Asia and the Pacific.
PUB DATE- 91
NOTE- 89p.; Several charts contain light type and will copy poorly.
LANGUAGE- Thai; English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Research/Technical (143)
DESCRIPTORS- Academic Libraries; *Archives; Elementary Secondary Education; Foreign Countries; Government Libraries; *Labor Force; Learning Resources Centers; *Library Education; *Library Personnel; *Library Surveys; National Libraries; National Surveys; Postsecondary Education; Public Libraries; Questionnaires; School Libraries; Special Libraries
IDENTIFIERS- *Thailand

This report presents the results of a national survey on manpower in libraries, information centers, and archives in Thailand in both Thai and English. On November 26, 1987, 2,350 questionnaires were sent to 8 types of libraries, information centers, and archives: public libraries, national libraries, university libraries, college libraries, school libraries, special libraries, the National Archives, and training institutions. By the beginning of March 1988, 969 responses had been received. The questionnaire elicited data on: (1) the number of staff employed, vacant posts, total posts; (2) number leaving jobs; (3) number joining library service; (4) staff receiving training; (5) net growth in posts; (6) rates of wastage and re-entry of professional, para-professional, and clerical staff; (7) short-term and medium-term supply and demand of professional staff, para-professional staff, clerical staff; and (8) output from training institutions. Background information on the concerns and problems that libraries, information services, and archives are facing is also provided. Concluding the report are the National Library of Thailand's recommendations to improve the library workforce situation. Appendices, including a copy of the questionnaire, are in Thai. (6 references in Thai, 2 in English, and 1 in both languages) (MAB)

ED 343 615 IR 053 993

Rutland, Robert A.

"Well Acquainted with Books." The Founding Framers of 1787. With James Madison's List of Books for Congress.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 87
NOTE- 95p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies (131)
DESCRIPTORS- Ancient History; *Constitutional History; Democracy; Literature; Primary Sources; *Resource Materials; *United States History
IDENTIFIERS- *Founding Fathers of the United States; Madison (James); Philosophers; *Philosophical Influences

Published to commemorate the Constitution's bicentennial year and remind Americans that books and the life of the mind are vital national traditions, this volume contains both an essay, "Well Acquainted with Books: The Founding Framers of 1787," by Robert A. Rutland, and James Madison's List of Books for Congress, 1783. The essay recounts how books and the ideas conveyed by books were crucial to the founding fathers of this nation. It also identifies those writers, ranging from the ancient Greek and Roman writers on history to contemporary British and French writers, whose influences on the various delegates to the Constitutional Convention were evidenced. Congressman James Madison's list of 307 books that he thought were needed by the first national legislature is then presented. An introduction to this list describes the occasion of its creation and a few of the sources Madison drew upon in preparing it. A list of abbreviations and short titles used by the editors of the Madison papers in the bibliographical notes follows. Included in the entries are the date of original publication and the date of the latest edition or, in certain cases, of an earlier, superior, edition. It is noted that references to the many editions that are incomplete or inferior have been omitted. Abbreviated titles are used and the names of translators, unless specified by James Madison or known to have importantly enhanced the value of a work by their editing or augmentation of it, are not mentioned. The entries are numbered sequentially and footnotes are placed immediately after the volumes to which they refer rather than grouping all of the annotations at the close of the list. Additional readings suggested by Robert Rutland conclude the volume. (MAB)

ED 343 616 IR 053 994

Thompson, Michael
1989--The Year of the Young Reader. Report on Events, Projects, and Activities.
PUB DATE- Apr 90

NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Children; Elementary Secondary Education; Federal Government; *Library Services; *Literacy; Mass Media; National Organizations; National Programs; Program Descriptions; Publicity; Public Relations; Publishing Industry; *Reading Programs; State Government; Television
IDENTIFIERS- Library of Congress

This selective report on the celebration across the country of the Year of the Young Reader (YYR) by the Library of Congress and its partners has a two-fold purpose: to provide a chronological review of the events, projects, and activities that made the campaign effective; and to stimulate thinking on how to give the next campaign, "1991--the Year of the Lifetime Reader," the broadest possible impact. The report highlights, by month, the YYR campaign's national events, state events, projects in the schools (by state), publicity campaigns (brochures, television spots, press), television projects, and posters and publications. Concluding the report is a list of national associations and advocacy groups and their activities in promoting literacy and reading during the campaign. (MAB)

ED 343 617 IR 054 049

Brennan, Mary Alice
Trends in Educational Technology 1991. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 92
NOTE- 4p.; This digest is based on "Trends in Educational Technology 1991," by Donald P. Ely.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; Content Analysis; Distance Education; *Educational Technology; Elementary Secondary Education; *Evaluation; Higher Education; Instructional Design; *Instructional Development; Microcomputers; *Professional Education; Research and Development; Training; Trend Analysis
IDENTIFIERS- ERIC Digests

A content analysis was performed to determine the trends in educational technology for the period October 1, 1990, through September 30, 1991. Sources for the analysis included five leading professional journals in educational technology, papers given at annual conventions of three professional associations, dissertations from five universities that have a high level of doctoral productivity, and the educational technology documents that have been entered in the ERIC database. The analysis was complemented by the examination of supplementary documents to confirm the trends indicated in the content analysis. This digest features the top trends and selected issues identified in the study. Trends reflect: (1) the creation of technology-based teaching/learning products that are based largely upon instructional design and development principles; (2) an increasingly important role for evaluation in the instructional development process; (3) the establishment of distance education as a major vehicle of instruction at all levels of education; (4) the presence of microcomputers in almost all public schools in the United States; and (5) the use of telecommunications to establish new links between educators and students. (11 references) (MAB)

ED 343 618   IR 054 147

Giesecke, Joan, Ed.
Information Literacy: Nebraska Responds. Proceedings from the Spring Meeting of the Nebraska Library Association, College and University Section (Lincoln, Nebraska, May 17, 1991).
PUB DATE- 17 May 91
NOTE- 159p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; College Faculty; *College Students; Distance Education; Education Majors; Higher Education; High School Students; Library Facilities; *Library Instruction; Library Services; *Literacy; Outreach Programs; Secondary Education; Selective Dissemination of Information; Statewide Planning
IDENTIFIERS- *Information Literacy; *Nebraska

The eight papers in this collection were presented at the Nebraska Library Association College and University Section spring 1991 meeting. Key note speaker Bill Kloefkorn presented poems and stories as an "essay" on literacy and today's college students. (This presentation is not included in the proceedings.) In the selected paper for the morning session, "Preservation Literacy: Needs and Solutions in Nebraska," Katherine Walter reviewed the progress that has been made in creating a state-wide plan for preservation in Nebraska. Seven other papers were presented during the afternoon session: (1) "Extending the Academic Library: Outreach to School and Community" (Janet Brumm, Sue Buryanek, Kathleen Tooker); (2) "Information Literacy and Education Students: The Planning Stage at Kearney State College" (Janet Wilke); (3) "Libraries and Sick Building Syndrome: Can Anything Be Done?" (Carole Larson); (4) "Library Services for Off-Campus Students" (Peggy Brooks Smith); (5) "The S.D.I. Imperative: Service in a Technologically Limited Environment" (B. C. Wehrman); (6) "Bibliographic Instruction: A Waste of Time?" (Janet Lu); and (7) "Trends in Education" (Carla Rosenquist-Buhler). Topics addressed by these papers include ways in which colleges in the state are providing services to the various off-campus classes to high school students; changes in education that affect the roles of libraries; programs for including library instruction in the curriculum in a meaningful way; and current awareness services used to help faculty stay current in their own fields. (MAB)

ED 343 619   JC 920 134

Vocational Training for Economic Development: A Report on
  Business/Industry Relationships with Kansas Community Colleges
  and Area Vocational-Technical Schools, 1989-90 Academic Year.

PUB DATE- Apr 91
NOTE- 54p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Adult Vocational Education; *Community Colleges;

Credit Courses; Economic Development; Enrollment; *Job
Training; *Labor Force Development; Noncredit Courses;
Postsecondary Education; Regional Schools; Retraining; School
Business Relationship; Tables (Data); Two Year Colleges;
*Vocational Schools
IDENTIFIERS- *Kansas

One of the most important strategies for promoting economic development is providing educational opportunities for entry into and advancement within the work force. In support of this strategy, Kansas public community colleges and vocational-technical schools have expanded their offerings to include customized training for businesses and industries within the state. This report offers data on the training opportunities currently being offered to meet the changing needs of business and industry in Kansas. Specifically, the report includes information on vocational training programs offered by public community colleges, area vocational technical schools, and the Kansas Industrial Training Program (KITP). Highlights of the report include the following: (1) during the 1989-90 school year, Kansas public community colleges and area vocational schools served 1,291 businesses/industries and 65,341 employees with credit courses and non-credit services; (2) each business/industry served received an average of 2,127.3 hours of vocational training for a total of 2,746,331 hours provided by community colleges and area vocational schools; (3) the average community college or area vocational school provided vocational training to 1,931 employees of 38 businesses/industries and offered 153 courses in a variety of program areas; (4) overall, community colleges and area vocational schools offered over 5,046 vocational training courses for Kansas businesses; (5) in 1989-90, community colleges provided vocational training to slightly more businesses and more employees for more hours than in 1988-89; and (6) each employee served by vocational training from the community colleges or area vocational schools received an average of 32 hours of instruction. The bulk of the report consists of data tables. (JMC)

ED 343 620 JC 920 135

Opp, Ronald D.; Smith, Albert B.
Minority Faculty Recruitment Programs at Two-Year Colleges.

PUB DATE- 12 Apr 92
NOTE- 34p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (72nd, Phoenix, AZ, April 11-14, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Administrators; College Administration; *College Faculty; *Community Colleges; Educational Attitudes; *Faculty Recruitment; Majority Attitudes; *Minority Groups; *Minority Group Teachers; National Surveys; Questionnaires; Social Influences; Two Year Colleges

In 1992, a study was conducted to provide current institutional data on the number and percentage of underrepresented minorities among full-time faculty in two-year colleges; to examine the opinions of academic administrators about a number of barriers to minority faculty recruitment; to examine institutional efforts to recruit minority faculty; and to determine the characteristics of successful recruitment programs. Questionnaires were mailed to 1,293 vice-presidents of academic affairs, and, after two waves of mailings, the overall response rate was 47.4%. Major study findings included the following: (1) 53,628 full-time faculty members were employed at the 616 institutions represented in the study, of whom 5.1% were African Americans, 1.7% Mexican Americans, 1.4% American Indians, and 0.3% Puerto Rican Americans; (2) 68.5% of the respondents felt that current economic constraints made it difficult to hire additional minority faculty; (3) 55% indicated that minority faculty were not available in technical and occupational fields and 46.3% felt they were not available in the arts and sciences; (4) more minorities were recruited when minorities served on search committees and on the governing bodies of two-year colleges; (5) a positive predictor of larger percentages of underrepresented faculty was whether the vice-president of academic affairs was him/herself an African-American or Mexican-American; and (6) respondents at institutions with low numbers of minority faculty were more likely to agree with the statement that minorities have difficulty fitting in socially with the community. The survey instrument and tabulated results are included. (JMC)

ED 343 621 JC 920 141

Meyer, Nancy Billings

Andragogy and Community College Education: An Analysis of the Importance of Enhancing Self-Concept/Self-Esteem in the Nontraditional Student.

PUB DATE- May 91
NOTE- 69p.; Master's Research Project, University of Northern Iowa.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Adult Development; Adult Education; Adult Learning; Adult Programs; Adult Students; *Andragogy; *Community Colleges; Educational Theories; Learning Strategies; Literature Reviews; Married Students; *Nontraditional Students; Reentry Students; Self Supporting Students; Two Year Colleges

This overview of the characteristics and needs of adult, nontraditional students attending community colleges argues that enhancing the self-concept and self-esteem of adult students fosters and increases their academic success and life chances. After chapter I introduces the issues and defines terms, chapter II provides a literature review covering the history, description, philosophy, purpose, and mission of community colleges; and theories about adult development, psychosocial development, and principles related to andragogy. This chapter also describes the characteristics of adult learners, indicating that the typical adult student has family and job obligations; has been away from schooling for a period of years; and tends to be stimulated to return to school by life transitions, which can also create anxiety and lower self-esteem. In addition, the literature review focuses on studies of the constructs of "self-concept" and "self-esteem"; the associated concepts of attribution, locus of control, self-efficacy, mentorship, pygmalion, and self-fulfilling prophecy; and the influence of the educational environmental. Chapter II also reviews the work of Knowles and Brookfield in the field of andragogy and their guidelines for establishing a conducive educational environment for interacting effectively with nontraditional adult students. Chapter III describes a workshop-seminar on the role of the learning environment in enhancing self-concept and self-esteem. The following seminar modules are described: (1) The Postsecondary Educational Setting; (2) Nontraditional, Adult Student; (3) Adult Development; (4) Self-Concept/Self-Esteem; (5) Associated Dimensions; (6) Learning Environment; and (7) Andragogy. A 50-item bibliography is attached. (JSP)

ED 343 622 JC 920 142

The Community College of Maine Annual Report, Year Two, 1990-1991.

PUB DATE- 30 Jun 91
NOTE- 64p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Adult Education; Community Colleges; *Distance Education; Educational Innovation; *Educational Technology; *Educational Television; Extension Education; Instructional Innovation; *Noncampus Colleges; Nontraditional Education; Outreach Programs; Program Descriptions; Student Personnel Services; Telecommunications; Two Year Colleges
IDENTIFIERS- *Community College of Maine; *Interactive Television

The Community College of Maine (CCM) makes use of new telecommunications and information technologies to overcome the barriers of geography, cost, and time that have always limited access to higher education for Maine's rural communities. Currently, the Interactive Television System (ITV) is the primary means used to broadcast CCM courses, but computer conferencing, videodiscs, fax exchange, audioconferencing, and electronic mail are increasingly being used. By spring 1991, during the second year of college operations, 40 courses were being transmitted to 3,655 registrants in over 75 different locations. Eleven off-campus centers coordinate registration, academic advising, admissions, financial aid, and other services for students in the region, who also attend classes at these centers and 50 high school sites. Materials distribution to and from faculty is funneled through the centers by way of the Office of Off-Campus Education at the University of Maine, Augusta. The centers also provide access to URSUS, the University's computerized public access library catalog. A 1991 Annenberg/Corporation for Public Broadcasting "New Pathways to a Degree" grant will allow CCM to upgrade its curriculum, support services, and faculty/staff development. The CCM network is also used by organizations across Maine for long-distance business meetings and training sessions. Approximately 475 hours of teleconferencing and special events were produced in 1990-91. Appendixes, constituting over half the annual report, include: (1) maps of ITV coverage; (2) enrollment data; (3) CCM site maps; (4) CCM off-campus library requests; (5) 1990-91 Annenberg/CPB funded proposals; and (6) information on ITV System users. (JSP)

ED 343 623 JC 920 143

Committee for the Introductory Course in History (CINCH), 1988-1991: An Overview of Its Investigations and Findings.

SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 92
NOTE- 196p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Collected

Works - General (020)
DESCRIPTORS- *College Curriculum; Community Colleges; Course Content; *Course Descriptions; Course Objectives; Course Organization; European History; *History Instruction; Instructional Material Evaluation; *Introductory Courses; Two Year Colleges; *Western Civilization; *World History

Between 1988 and 1991, the Center for Faculty Development undertook a project to evaluate the teaching of the Introductory Course in History at American community colleges. Based upon a survey of over 100 introductory history teachers and conference discussions, it was determined that two sets of course guidelines for faculty were required, one for Western Civilization and one for World History courses, each divided into two semesters. In addition, the survey of teachers found several key issues, including a lack of commonality in the themes of Western and World History; a need for a practical alternative to courses emphasizing a superior Western culture; and a difference in conceptual approaches between Western Civilization and World History. The bulk of this report consists of course guidelines for the Western Civilization and World History courses. Separate guidelines are presented for three approaches to teaching the courses: "Chronological," a basic narrative, period-by-period course; "Sources," built around an intensive and interdisciplinary study of primary sources; and "Postholes," focusing on a close analysis of a few major historical periods. Each of the course guidelines contains: (1) detailed syllabi for both semesters; (2) course objectives; (3) suggested learning activities and discussion topics; (4) lists of primary and secondary sources; (5) sample expanded curricular guides; (6) study guides; (7) lists of recommended audiovisual materials; (8) expanded course outlines; (9) faculty reading lists; and (10) sample lectures. Other appendixes contain the original survey questions and responses and a list of task force members. (JSP)

ED 343 624 JC 920 148

Charles, Searle F.
Narrative History of the National Council of State Directors of Community/Junior Colleges.
PUB DATE- Mar 92
NOTE- 260p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *College Administration; Community Colleges; Educational Assessment; *Educational History; Educational Planning; Educational Policy; Federal State Relationship; National Organizations; *Professional Associations; Program Administration; *State Officials; State Programs; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *National Council of State Dirs of Comm Jr Colls

The National Council of State Directors of Community/Junior Colleges (NCSDC/JC) has been an important influence on the development of the public community/junior college movement. Since the first meeting of the state directors in 1961, the Council has been involved in the coordination of community colleges at the state level and in stimulating the professional development of administrators and faculty. It has supported the efforts of the American Association of Community and Junior Colleges and the Association of Community College Trustees to secure federal legislation favorable to public higher education. Council members are state directors of community college operations with the responsibility for coordinating on a daily basis the activities of community colleges within their states. This historical account of the NCSDC/JC is based primarily on the official minutes of the Council, and details meetings and activities of the Council between 1957 and 1991. Whenever possible, a full account is given of issues, discussions, speeches and papers presented at every meeting. A history of the two Council publications, "The Reporter" and "The Colleague," is also included. Appendixes include the By-Laws and Articles of Incorporation of the Council; examples of meeting rosters and mailing lists; an annual list of chairpersons; examples of "The Reporter," "The Newsletter," and "The Colleague"; and a short list of the dates and places of early meetings. (JSP)

ED 343 625 JC 920 149

Fiscal Data Abstract, 1990-91. California Community Colleges. Fiscal and Business Services. Report No. 92-1.

PUB DATE- Apr 92
NOTE- 71p.; For previous editions of this report, see ED 225 630, ED 231 469, ED 242 381, ED 254 288, ED 269 108, ED 283 564, ED 308 923, and ED 332 778.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Average Daily Attendance; Budgets; *Community Colleges; Educational Equity (Finance); *Educational Finance; *Enrollment; *Expenditures; Financial Needs; Financial Support; Fiscal Capacity; *Income; Operating Expenses; Resource Allocation; School District Spending; State Surveys; Two Year Colleges; Two Year College Students
IDENTIFIERS- *California Community Colleges

Using information received from California's community college districts, this report provides 1990-91 fiscal information and attendance records. Introductory comments indicate that the average daily attendance (ADA) of the colleges was 816,088 in 1990-91, compared to 772,485 the previous year; and that expenditures per ADA were $3,539 not including capital outlay expenditures. Parts I and II present headcount enrollment data for fall 1990 and ADA figures for credit, noncredit, and apprenticeship programs for fiscal year (FY) 1990-91. Part III offers summaries of first recalculation and second principal apportionments and credit base revenue per ADA. General fund transactions for FY 1990-91 are reported in part IV. Part V presents summaries of general fund revenues for FY 1990-91, while part VI presents statewide general fund expenditures by object and aggregated activities. Part VII contains a summary of the current expense of education, and part VIII focuses on state general fund expenditures by activity, aggregated instructional activities, aggregated administrative and support activities, community and ancillary services, auxiliary operations, and general fund expenditures by activities. In part IX, selected data are presented grouped by district ADA size. Part X provides a 5-year district data summary. The report concludes with general information on definitions and sources of the data. (JSP)

ED 343 626 JC 920 151

Silver, Gerald
Advisory Boards: Academic Partnerships That Work.

PUB DATE- 92
NOTE- 10p.

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Advisory Committees; Alumni; Citizen Participation; *College Planning; Departments; Higher Education; *Participative Decision Making; Public Service; *School Community Relationship; Volunteers

An academic advisory board of volunteers drawn from college alumni and the general community can serve institutions of higher education at the college, school and even departmental level. Board members link the academic community to the external community by sharing expertise gained through practical experience. Such a board exists solely to give advice, not to set policy or raise money. Volunteers are honored by the invitation to participate, and it enables them to make a valuable contribution to the improvement of academic programs. While the chief officer of the academic unit that the board serves should direct it, a board should be able to function as independently as possible. The most effective board is composed not only of alumni, whose perspective is framed by their prior academic experiences, but also of outside members of the community. Candidates should be formally solicited for a 3-year term, with a third of the terms expiring each year. Especially valuable members may be designated "advisor emeritus" and retained for longer terms. A number of standing committees may need to be designated to address topics of special concern. Meetings should be scheduled well in advance, and with consideration for board members' other commitments. A memento of recognition, such as a certificate, provides a visible and lasting acknowledgment honoring each board member's participation. (JSP)

ED 343 627 JC 920 152

Carlson, Dale R.; Fleming, Donald
Outcomes Program in a Small, Rural Community College.
PUB DATE- 3 Mar 92
NOTE- 51p.; Paper presented at the National Conference on Successful College Teaching and Administration (16th, Orlando, FL, March 1-4, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Outcomes Assessment; College Planning; Community Colleges; *Data Collection; *Evaluation Methods; Faculty Evaluation; Institutional Research; *Outcomes of Education; Program Evaluation; Rural Education; Self Evaluation (Groups); Statewide Planning; Student Evaluation of Teacher Performance; Two Year Colleges
IDENTIFIERS- Minnesota

Student educational outcomes and the quality of instruction are now being monitored by several programs at Worthington Community College (WCC) in southwest Minnesota. WCC, one of the 20 community colleges in the Minnesota Community College system, currently serves 875 students, and has been intensifying its efforts to serve the whole service area community. An increased emphasis on outcomes by federal, state, and accrediting agencies has required WCC and the state system as a whole to streamline the handling of data to provide the outcomes information. WCC has developed, or is in the process of developing, systems for monitoring outcomes in the following areas: (1) assessment of incoming students in the areas of reading, writing, and mathematics using Educational Testing Service placement tests; (2) developmental education, including the effectiveness of WCC's Academic Achievement Center, which coordinates the tutoring program and provides leadership in producing developmental courses in math, reading, and writing; (3) graduate outcomes, which are measured using a survey of students one year after graduation to gather information on employment and transfer; (4) state and federal reporting, including reports on athletes and crime that must be hand-tabulated; (5) faculty evaluation; and (6) staff development. Appendixes include forms related to student assessment; vocational placement; graduation follow-up; educational participation of athletes; student evaluations of faculty in the classroom and on cable television; classroom observation; and faculty self-assessment. (JSP)

ED 343 628 JC 920 153

Andrews, Hans A.
Negative Impact of Faculty Contract Negotiations on Community College Faculty Evaluation Systems.
SPONS. AGENCY- Council of North Central Community and Junior Colleges.
PUB DATE- Oct 91
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Evaluation Methods; *Faculty College Relationship; *Faculty Evaluation; *Negotiation Agreements; Teacher Administrator Relationship; *Tenured Faculty; Two Year Colleges

With faculty negotiations becoming legal in more states, it is not uncommon to find faculty groups wanting to include the faculty evaluation system as an item to be negotiated. While some courts suggest that negotiating evaluation is against public policy, it is, nevertheless, being negotiated in a significant number of contracts. In 1991, a survey was conducted of instructional deans and/or vice presidents in the North Central United States to determine whether the inclusion of faculty evaluation systems in faculty negotiations impaired effective evaluation practices. Of 353 deans/vice presidents surveyed, 283 responded, for a response rate of 80%. Of the 87 colleges reporting negotiated evaluation systems in faculty contracts, 37 (42.5%) were dissatisfied with the language that had been negotiated into the faculty contract. Comments from administrators who were not satisfied centered on four areas: (1) restrictions that the language imposed on their role as administrators with responsibilities for evaluation; (2) the poor language written into the contract; (3) deficiencies in criteria procedures; and (4) concerns relative to student evaluation. In addition to these comments, administrators were asked to submit copies of contract pages with language relating to evaluation. In several contracts, faculty had created negotiation procedures and criteria that made it most difficult to evaluate continuing (tenured) faculty. In some instances, the administration was given no significant role in the process, while in others the administrative supervisor was called upon only when a problem was serious. (Author/JMC)

ED 343 629 JC 920 154

Andrews, Hans A.
How To Dismiss a Tenured Faculty Member.
PUB DATE- 92
NOTE- 6p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *College Administration; *Faculty Evaluation; Higher Education; *Personnel Policy; Teacher Administrator Relationship; *Teacher Dismissal; *Tenured Faculty

At many colleges and universities in the United States, the mystique of tenure has provided tenured faculty, even incompetent and inactive faculty, a protected status. Dismissing a tenured faculty member requires a specified cause for termination, and is often one of the most difficult personnel actions that a college can take. Dealing with incompetent faculty requires a strong evaluation process and campuswide understanding of policy and procedures. This article provides a step-by-step case study of a college dean's actions to dismiss a faculty member, based on low class enrollments, poor evaluations of classes by the division chair and dean of instruction, poor student evaluations, and failure to remediate teaching and job deficiencies. The steps include: (1) an initial meeting with the dean and follow-up memorandum stating problems that might be accountable for low enrollments; (2) in-class evaluations by administrators; (3) official notice from the board of trustees of the "need to remediate," follow-up meetings, and evaluation activities to monitor improvement; (4) recommendation for dismissal and dismissal notice; (5) just cause and appeal procedures; and (6) the arbitration hearing. Lessons to be learned from the case study are highlighted. (JSP)

ED 343 630 JC 920 157

Banks, Debra L.

External and Institutional Factors Affecting Community College Student-Transfer Activity.

PUB DATE- Apr 92
NOTE- 22p.; Paper presented at the Annual Conference of the Council of Universities and Colleges (Phoenix, AZ, April 11, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; *Articulation (Education); College School Cooperation; *College Transfer Students; Community Colleges; *Enrollment Influences; Higher Education; Institutional Characteristics; Intercollegiate Cooperation; Transfer Policy; Two Year Colleges

A study was conducted to identify the environmental conditions and relationships between external and institutional conditions that have a significant effect upon student transfer activity. A sample of 78 colleges in 15 states were selected from institutions participating in a national transfer project; 42% were located in Texas or California. The study examined institutional characteristics, funding, enrollment, and demographic data; and external factors including state articulation and transfer policies; economic conditions; and proximity of senior institutions to the community colleges. Student transfer activity was measured in terms of credit rate (i.e., the percentage of first-time freshmen completing 12 or more credits during a 4-year period) and transfer rate (i.e., the percentage of first-time students with 12 or more credits transferring to a senior institution with a 4-year period). Study findings included the following: (1) factors associated with high credit rates were high unemployment, low community income, high percentages of full-time faculty, high tuition, low enrollments and high percentages of younger and full-time students; (2) high transfer rates were correlated with high community income, high percentages of full-time faculty, low per student expenditures, high percentages of younger and white students, and high percentages of students with 12 or more credits; and (3) formalized statewide articulation mandates had a moderate positive effect on transfer rates, while the close proximity of a senior institution had a moderate negative effect. (JSP)

ED 343 631 JC 920 158

Geib, George W.
Doing the Humanities: The Use of Undergraduate Classroom Humanities Research Projects.
PUB DATE- Mar 92
NOTE- 8p.; Paper presented at the National Conference on Successful College Teaching and Administration (16th, Orlando, FL, March 1-4, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; *Course Content; Course Descriptions; Course Objectives; Course Organization; Cultural Context; *Cultural Education; Higher Education; *Humanities Instruction; Learning Activities; *Research Papers (Students);

*Student Projects; Student Research; Teaching Methods; *United States History; Universities

"American Visions" is a freshman-level survey course offered by the Department of History as part of Butler University's core curriculum. The course is built around three primary contextual considerations: high culture, popular culture, and community culture. The high culture approach is designed to introduce students to major systems of thought that have flourished in American history. The popular cultural approach explores how the ideas of high culture are developed, recorded, transmitted, and popularized for mass audiences. The community culture approach is takes advantage of Butler University's urban location in Indianapolis (Indiana) by using the resources of the city to illustrate themes of urbanism and urban populations. The course normally begins with topics in geography that suggest differing patterns of land use; this is followed by a study of styles of architecture commonly found in those areas. The next step is the assignment of individual projects. Students are asked to select an artifact of the colonial or revolutionary period and to perform three tasks: describe its physical features; discuss the underlying idea or ideas that its creator was seeking to express; and assess the ways these ideas fit within the larger context of the course. Upon completion of the project, students are required to give 5-minute oral reports and present a three- to five-page paper as a validation of the effort the student has provided. A syllabus describing the student project is provided. (JMC)

ED 343 632 JC 920 159

Knight, William E.
Regional Campuses Non-Enrolling Student Study.
PUB DATE- Mar 92
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Admission (School); *College Applicants; *Enrollment Influences; *No Shows; Questionnaires; State Universities; Student Educational Objectives; Surveys; Two Year Colleges; Two Year College Students
IDENTIFIERS- Kent State University OH Regional Campuses

In 1991, a study was conducted at the regional campuses of Kent State University to determine the characteristics of students who were admitted but did not enroll; their reasons for not enrolling; and their opinions of the academic and student services provided. Demographic and admissions data were available for all 952 students who were admitted but did not enroll for fall 1991. Half of these students were randomly selected for a survey. Study findings, based on a 15% response rate, included the following: (1) 65% of the respondents were employed, and most who were not employed were so by choice or due to family responsibilities; (2) 49% said they wished to obtain an associate degree, and 40% said a bachelor's degree was their goal; (3) obtaining an associate degree was the most frequently cited academic goal, preparing for a new career the most important career goal, meeting people the most important social participation goal, and learning skills to enrich their lives the most important personal goal; (4) 46% of the students said they did not enroll because they could not afford to attend; (5) unspecified personal reasons, slow financial aid processing, and distance from the campus were also commonly cited reasons for not enrolling; and (6) 25% to 57% of the respondents rated as high or very high their satisfaction with the availability and quality of academic advising (29-30%), admissions (57%), and financial aid (25%). The survey instrument is attached. (JMC)

ED 343 633 JC 920 160

Kantor, Sherrie L.
Direct Services to Business Delivered by Colorado Community Colleges.
PUB DATE- Oct 91
NOTE- 43p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Business Education; *Community Colleges; *Community Services; *Economic Development; Industrial Training; Labor Education; Retraining; *School Business Relationship; *School Community Relationship; Technical Education; Two Year Colleges; Vocational Education
IDENTIFIERS- *Colorado

A statewide survey was conducted to document and analyze the variety of direct services to businesses and industry provided by Colorado's 15 community colleges. At each college, the president and the individual responsible for direct instructional services to business were surveyed using a personal interview format in addition to a survey questionnaire. The findings, based on returns from 14 colleges, include the following: (1) Colorado community colleges customized their direct services to business over 50% of the time, compared to national figures indicating that over 50% of business services by community colleges were modified or off-the-shelf versions of regular course offerings; (2) 50.6% of the courses offered focused on job-specific vocational skills; (3) the highest volume of instructional services were concentrated in eight colleges where economic conditions were strong and the population size was large, whereas noninstructional services were spread evenly among the community colleges around the state; (4) more employers purchased noninstructional services, such as customized small business services, than instructional services; and (5) state economic initiatives accounted for 17% of the employees receiving customized training. The study report includes a list of recommendations, reflections upon the future missions of community colleges, and statistical data on study findings. (JSP)

ED 343 634 JC 920 161

Kish, Evelyn Rubio; Santa Rita, Emilio
The Minority Honors Program in Energy-Related Curricula.

PUB DATE- 92
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Community Colleges; Computer Science Education; *Cooperative Programs; Educational Cooperation; Energy Occupations; Engineering Education; *Government School Relationship; *Honors Curriculum; *Minority Groups; Program Descriptions; Science Education; *Technical Education; Two Year Colleges

In 1984, Bronx Community College (BCC) established the Minority Honors Program in Energy Related Curricula, a partnership between their academic honors program and the U.S. Department of Energy. The program's goal is to increase the participation of minorities in the fields of Computer Science, Electrical Technology, Engineering Science, Data Programming, and Nuclear Medicine Technology. The program operates as part of the college and is accountable to both the college and the federal agency. Students receive individualized counseling to help them develop life, job-search, and "employability" skills. Increased personal attention through tutoring, mentoring, special classes, and close supervision helps maintain the program's high retention rate. The government agency provides participants with paid summer internships and scholarships. The Department of Energy's Office of Minority Economic Impact provides funding, while the college takes responsibility for instruction, administration, and counseling. Program outcomes include greater self-esteem for students along with entry into energy-related employment or transfer to senior colleges. The program has afforded BCC greater visibility and a more positive self-image. (JSP)

ED 343 635   JC 920 162

Kyle, Charles; And Others

Time To Learn: A Study of the Educational Histories of Incarcerated Juveniles. Preliminary Report to the Illinois General Assembly.

SPONS. AGENCY- Illinois State Board of Higher Education, Springfield.

PUB DATE- Feb 92

NOTE- 205p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Delinquency; *Educational Background; Educational Needs; *Family Characteristics; *High Risk Students; Institutionalized Persons; Potential Dropouts; Special Needs Students; *Youth Problems

In 1990-91, the educational histories of incarcerated juveniles in Illinois were analyzed to assess the value of educational intervention strategies prior to incarceration. Following open-ended interviews with public officials, structured interviews were held with 200 juvenile offenders, of whom 50 were female, from all parts of the state. The surveys revealed that 71% of the respondents were from broken homes. While they were in elementary school, 79% were cared for by neighbors during their mothers' absence, and 51% were latchkey children by sixth grade. A third had attended four to six schools before dropping out, and 40% had conduct problems prior to fourth grade. Most respondents (80%) indicated that their parents were concerned about their progress in school. Almost all indicated that they liked going to school, although that liking decreased as the student progressed through the grades. Over time, there was a decline in the number of teachers going out of their way to help these children. About three-fourths of those suspended in junior high school believed they would graduate from high school, but only one-third thought they would graduate from college. As most of these delinquents and their families have a high regard for education, academic assistance and personal counseling while still in the educational setting could reduce juvenile delinquency rates. Appendixes include a copy of the research instrument and a review of the literature. (JSP)

ED 343 636 JC 920 163

Messina, Susan; White, Diane
Classroom Research: Writing Assessment in Paired and Separate History and English Classes.
PUB DATE- 10 Apr 92
NOTE- 43p.; Paper presented at the Conference of the College Reading and Learning Association Conference (San Francisco, CA, April 10, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; Educational Assessment; Freshman Composition; *Integrated Activities; *Interdisciplinary Approach; *Program Evaluation; Reading Writing Relationship; Teaching Methods; Two Year Colleges; *Writing Across the Curriculum; Writing Evaluation; Writing Improvement

In fall 1991, Solano Community College (California) undertook a study comparing the writing skills of students in an integrated course combining history and freshman English composition with students in unpaired history and English classes. Students were divided into three groups: the integrated class and two control groups, one taking history only and one taking history and composition as separate courses. The results of two essays written in the 4th and 13th weeks by the three history classes were examined. Distributions of essay scores and final grades indicated that the integrated class methodology improved student learning in both writing and history, especially among serious students. The evidence further indicates an increased likelihood of success in history for those students who have already taken a college composition class, and underscores the value of discussing readings in class to effective writing in history. Appendixes contain essay exam questions; essay scoring criteria; statistical test data; tables of means for groups with and without drops; and a list of data gathered for the whole study population. (JSP)

ED 343 637 JC 920 164

Wishner, Nan
Team Teaching of English Linked to Basic Content Area Courses at Solano Community College.
PUB DATE- Nov 91
NOTE- 9p.; Paper presented at the Annual Convention of the Community College League of California (Santa Clara, CA, November 15-17, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Content Area Writing; Cooperative Planning; *English Instruction; Instructional Innovation; *Interdisciplinary Approach; Program Descriptions; Program Effectiveness; *Team Teaching; Two Year Colleges; *Writing Across the Curriculum
IDENTIFIERS- *Solano Community College CA

Solano Community College (SCC) undertook its first effort to link college composition to content area classes in 1989-90, without team teaching. All students in a particular composition class were also enrolled in a designated biology or history section. This "scotch-taping" of classes resulted in several drawbacks. Instructors spent large amounts of time trying to update one another on what had been said in the two separate classes. Each instructor separately discussed with the students the relevance of the two fields to each other, but connections were delayed in the minds of students. Finally, the burden of discussing the links between reading/writing and the content area fell heavily on the English instructors. SCC attempted to overcome these difficulties through team teaching. The presence of both instructors in the room allowed for immediate answers to questions relating to either discipline or to the links between the fields. Faculty experience and student evaluations and performance suggested the following conclusions regarding the linked classes: (1) students taking the linked classes expressed an understanding of the relevance of reading and writing to learning in other fields; (2) the link allowed students to read primary materials in the content area, which in turn helped students relate personally to what they were learning; (3) teachers needed extra time to teach these classes effectively; (4) faculty development and rejuvenation were a by-product of the classes; (5) students were more reluctant to drop linked classes than they were to drop ordinary class sections; and (6) counselors played a key role in the success of the classes. (JMC)

ED 343 638 JC 920 166

Undergraduate Education: Transfer and Articulation.
PUB DATE- May 92
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Articulation (Education); Associate Degrees; Bachelors Degrees; *College Transfer Students; Community Colleges; *Educational Policy; *Enrollment Trends; Higher Education; Minority Groups; State Boards of Education; State Universities; *Statewide Planning; Trend Analysis; Two Year Colleges
IDENTIFIERS- *Illinois

Part of a series of reports on undergraduate education in Illinois, this report focuses on transfer and articulation. The first section examines trends in transfer and after-transfer retention to baccalaureate degree completion of students who transferred from public community colleges to public universities. The second section traces the evolution of state policies and practices for improving the transfer process for students and for articulating programs and courses in response to actual and perceived impediments. The third section describes initiatives undertaken since the deliberation of a committee designed to increase the number and success of students completing baccalaureate degrees. Finally, the fourth section draws conclusions from this information and suggests steps to improve student transfer and subsequent baccalaureate completion. Findings presented in the report include the following: (1) 63% of the students who transferred into an upper-division school graduated within 4 years of transferring; (2) overall, Illinois students who transferred from community colleges to public universities did as well or better than transfer students in other states; (3) significantly fewer Black and Hispanic students transferred into the upper division, completed an associate in arts or associate in science degree prior to transfer, and graduated within 4 years of transfer in proportion to their numbers than the overall transfer population; and (4) between fall 1987 and fall 1991, while the total number of students who transferred from a community college to a public university increased by 14%, the number of Black transfers increased by 17%, and the number of Hispanic transfers increased by 48%. In addition to the findings, recent initiatives aimed at improving transfer and articulation are described. An appendix provides board policies on transfer and articulation. (10 tables/charts/figures). (JMC)

ED 343 639 JC 920 167

Prager, Carolyn
Internal Transfer and Articulation.
PUB DATE- 12 Oct 91
NOTE- 26p.; Paper presented to the Council of Two-Year Colleges of Four-Year Institutions (Bar Harbor, ME, October 12, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Articulation (Education); Colleges; *College Transfer Students; Developmental Continuity; Educational Mobility; Educational Opportunities; *Multicampus Colleges; *Transfer Policy; Transfer Programs; Two Year Colleges; Universities

In 1989, a descriptive study was conducted of internal transfer and articulation within the context of two-year branch campuses of four-year institutions. Data were gathered from a survey sent to the chief executive officers (CEO's) of 408 campuses delivering two-year tracks within a four-year college or university. Study findings, based on responses from 85 CEO's, included the following: (1) internal transfer is affected by many of the same inhibitors that affect other two- and four-year institutions, including elitist judgments about two-year students and programs, enrollment caps favoring baccalaureate track students, arbitrary rulings about curriculum parallelism, and notions about program terminality inconsistent with the educational aspirations of career track students; (2) some baccalaureate progams and providers tacitly endorse transfer-inhibiting practices peculiar to articulation within four-year institutions, including the failure of those in authority to enforce articulation policies or, in some instances, to have articulation policies at all; and (3) alienating policies such as those forcing internal transfer students to reapply for admission as if they were foreign to the institution or those that penalize curriculum sequences similar but not identical to the first two years of the four-year track. These findings indicate the need for more detailed research on the issue of internal transfer. (JSP)

ED 343 640 JC 920 168

Leslie, Bruce
Skill Standards and Certification Issues.
PUB DATE- 30 Apr 92
NOTE- 12p.; Testimony delivered to the Department of Labor, Department of Education, and National Advisory Commission on Work-Based Learning on behalf of the American Association of Community and Junior Colleges.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Standards; College Role; Community Colleges; Educational Needs; Educational Objectives; *Employment Qualifications; Government School Relationship; *Job Skills; *Labor Force Development; School Business Relationship; *Trade and Industrial Education; Two Year Colleges; Vocational Education
IDENTIFIERS- *Workplace Literacy

America's more than 1,200 community, technical, and junior colleges constitute the largest branch of higher education in the country. Two-year colleges are subjected to rigorous institutional accreditation standards and procedures by regional accrediting bodies. At least 80% of their students are already in the workforce, and they serve the majority of women and persons of color pursuing higher education today. The employer community increasingly requests broadly educated new employees adaptable to the rapid changes of the workplace. In 1988, the American Society for Training and Development (ASTD) identified the fundamental educational standards necessary for the U.S. workforce to be competitive. These standards would require that American workers have the following skills: (1) knowing how to learn; (2) competence in reading, writing, and computation; (3) listening and oral communication skills; (4) creative thinking and problem solving; (5) self-esteem, goal-setting, and career development; (6) interpersonal skills; and (7) organizational effectiveness and leadership. These skills should be the underpinning of a broad based, flexible, and voluntary system of standards, perhaps modeled on the Defense Department-sponsored Servicemembers Opportunity Colleges, that would permit greater transferability of credits for an increasingly mobile workforce. Today, many industries already require the Associate Degree as the basis for employment. To make community colleges the presumptive deliverer of workforce development would simply affirm what is already happening in most states. (JSP)

ED 343 641 JC 920 170

Keller, Louise J.
Colorado Community College Survey--Faculty Retirement and Retention, Final Report.
SPONS. AGENCY- Colorado Community Coll. and Occupational Education System, Denver.
PUB DATE- 30 Jun 91
NOTE- 102p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Aging in Academia; *College Faculty; *Community Colleges; Early Retirement; Questionnaires; State Surveys; Tables (Data); Teacher Attitudes; Teacher Characteristics; Teacher Employment Benefits; *Teacher Persistence; *Teacher Retirement; Two Year Colleges
IDENTIFIERS- *Colorado

In 1991, a study was conducted to provide a demographic profile of Colorado's community college faculty; to determine their retirement intentions; to predict the percent of faculty retiring over the next 14 years; to ascertain those incentives most favorable for retaining the services of faculty beyond their retirement eligibility; and to determine other aging/retirement concerns and perceptions. Surveys were delivered to 1,005 full-time teaching faculty and presidents at the state's 15 community colleges. Study findings, based on a 64.2% response rate, included the following: (1) over 57% of the full-time teaching faculty were over 44 years old, and nearly 20% were over 55; (2) 68.1% of the full-time teaching faculty had graduate degrees; (3) of the full-time teaching faculty 55 years of age and older, 92% planned to continue teaching until retirement eligibility; (4) the major concerns of the respondents about retiring and aging--regardless of age--were adequate financial resources and physical/health problems; (5) most of the respondents favored some form of incentive to continue working beyond retirement eligibility, particularly a raise for each year worked beyond retirement eligibility and part-time work after retirement at a prorated full-time salary; and (6) the respondents agreed that working beyond retirement was often related to income issues and that teaching opportunities at the college were limited for retired faculty. The survey instruments are attached. (JMC)

ED 343 642 JC 920 172

Claire, Susan
How To Start a MESA Center at a Community College.

PUB DATE- 92
NOTE- 76p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); College Mathematics; College Science; Community Colleges; *Developmental Studies Programs; Engineering Education; *Majors (Students); Mathematical Enrichment; *Minority Groups; Outreach Programs; Program Descriptions; Program Development; School Holding Power; Science Education; *Student Recruitment; *Transitional Programs; Two Year Colleges
IDENTIFIERS- *MESA Program CA

Between September 1990 and December 1991, Cabrillo College implemented the Math, Engineering, and Science Achievement (MESA) program to increase the number of underrepresented minority students enrolling in scientific disciplines at Cabrillo and subsequently transferring to four-year colleges. The initial program was targeted to 200 MESA members who were enrolled in 1 high school and 2 pre-college schools. Cabrillo also began to serve 100 minority community college students who were enrolled in math and science through the PACE (Pathways to Academic Excellence) program. Participating students visited university campuses and industry sites, were introduced to role models and mentors, and met with tutors and study groups. MESA provided academic enrichment, including weekly meetings, Saturday academies, and family math programs; and helped arrange for transfers and scholarships. Behind the scenes, articulation activities made sure that counselors were referring eligible students to the program, and that students could get into courses that were transferable. The community college proved to be a less-expensive route for talented pre-college MESA students, as well as an option for completing prerequisites for minorities not on the college preparatory track in high school. It also proved attractive to underrepresented minority women, who constituted 51% of the PACE participants. The MESA report is divided into five sections: (1) an outline of the history of MESA; (2) guidelines for starting a MESA center; (3) program objectives and activities; (4) observations and recommendations; and (5) appendixes, including a budget, job descriptions, MESA brochures and forms, a corporate funding proposal, and information about PACE. (JSP)

ED 343 643   JC 920 173

Vocational Training for Economic Development: A Report on Business/Industry Relationships with Kansas Community Colleges and Area Vocational-Technical Schools, 1990-91 Academic Year.

PUB DATE- May 92
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; *Industrial Training; *Job Training; *Labor Force Development; On the Job Training; Postsecondary Education; *School Business Relationship; School Community Relationship; State Surveys; Trade and Industrial Education; Vocational Education; *Vocational Schools
IDENTIFIERS- *Kansas

In order to provide educational opportunities for entry into and advancement within the work force, Kansas' 19 public community colleges and 14 area vocational technical schools (AVTSs) have expanded their offerings to include customized training for businesses and industries within Kansas. Vocational training is also supported by the Kansas Industrial Training (KIT) Program, a cooperative program involving the Kansas Department of Commerce, the Kansas State Board of Education, and Kansas businesses and industries to customize training for new industries entering the state or those preparing to expand. During the 1990-91 school year, these combined programs served 1,372 businesses/industries and 61,581 employees with credit courses and non-credit services. Overall, 5,459 vocational training courses were offered. Each employee involved received an average of 41 hours of instruction. Each AVTS served an average of 30 businesses/industries and trained an average of 1,016 employees, while each community college served an average of 48 businesses/industries and 2,389 employees. While the colleges and AVTSs served 6% more businesses/industries in 1990-91 than in 1989-90, they trained 6.5% fewer employees. Seven area vocational schools and 9 community colleges provided instruction to 33 businesses and 1,973 employees through the KIT Program. (four tables) (JSP)

ED 343 644 JC 920 174

Singley, Yvonne

Special Populations Grant Report, Fiscal Year 1991. Executive Summary.

PUB DATE- Apr 92

NOTE- 13p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)

DESCRIPTORS- Adult Basic Education; Adult Education; *Ancillary School Services; Block Grants; Community Colleges; Disabilities; *Educationally Disadvantaged; Enrollment; *Expenditures; *Financial Support; Grants; Minority Groups; *Special Needs Students; State Surveys; *Student Personnel Services; Two Year Colleges

IDENTIFIERS- *Illinois

Special population grants to Illinois public community colleges fund services, special programs, and instruction that assist academically and socially disadvantaged students, students with disabilities, and minority students to succeed in college. In fiscal year 1991, grants totaling $9.7 million enabled the Illinois community colleges to provide nearly 1.5 million contact hours of service to students, with tutoring and assessment services comprising 76% of the total. Over 22,500 minority students received services through special minority programs. The services funded include tutoring for 105,903 students, academic/career counseling for 96,617 students, testing/assessment for 94,599 students, referrals to external agencies for 7,046 students, services for 1,793 students with disabilities, and recruitment and outreach services for 34,894 students. Special population funds also support mentoring activities, "bridging" programs to aid the transition of high school students into college, and parenting instruction. In addition, the program also provides support for instruction in adult basic education, adult secondary education, remedial education, and English-as-a-Second-Language or literacy development programs. Detailed breakdowns of support services, contact hours, credit hours generated, and expenditures are provided in the report. (JSP)

ED 343 645 JC 920 175

Dona Ana Branch Community College Annual Report, 1990-1991.

PUB DATE- Aug 91
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Basic Education; *Articulation (Education); *College Administration; College Outcomes Assessment; *College Planning; Community Colleges; Cultural Exchange; Educational Assessment; Educational Facilities; Intercultural Programs; School Community Relationship; State Universities; Two Year Colleges; Vocational Education

During 1990-91, New Mexico State University's (NMSU's) Dona Ana Branch Community College (DABCC) continued to feel the effects of its fourth year of rapidly increasing enrollments. The defeat of bond issues that would have funded facility expansions resulted in critical space shortages. The 27% increase in headcount enrollments between spring 1990 and spring 1991 was accommodated by a 16% budget increase, a 22% increase in faculty and staff positions, and the use of classrooms on the NMSU campus and off-campus locations. Other highlights of 1990-91 included the following: (1) three new associate in applied science programs, in Fashion Merchandising, Fire Science and Aviation Technology, were instituted; (2) new adult basic education initiatives included the establishment of workplace literacy classes, the funding and development of the Student Literacy Corps project to train community college students as tutors, and a computerized reading development pilot program; (3) DABCC became fully responsible for educational programs offered at the U.S. Army's White Sands Education Center; (4) articulation with three school districts was expanded through the development of the Area Vocational School (AVS) program, which provides college-level occupational courses for high school juniors and seniors; (5) the Small Business Development Center counseled 92 new clients and sponsored 16 workshops and seminars; and (6) DABCC hosted three faculty members from a vocational school in Lerdo, Mexico, as part of the Lerdo-Las Cruces Sister City Program, helping DABCC faculty develop the cultural understanding needed to teach in a border environment. Enrollment data are provided. (JSP)

ED 343 646 JC 920 176

McLaughlin, James L.; And Others
Allied Health Occupations in New Mexico: A Survey of Current and Five-Year Projected Need, 1989-1994.
PUB DATE- Aug 91
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Allied Health Occupations; *Allied Health Occupations Education; Community Colleges; *Demand Occupations; *Educational Needs; *Employment Opportunities; *Employment Projections; Labor Needs; Needs Assessment; Nurses; *Nursing Education; Paraprofessional Personnel; Postsecondary Education; State Surveys; Technical Education; Two Year Colleges; Vocational Education
IDENTIFIERS- *New Mexico

In 1989, the Health Occupations Advisory Committee surveyed health care agencies throughout New Mexico about their current and planned employment needs in nursing and allied health fields. The survey was mailed to approximately 500 hospitals, county health offices, outpatient and long-term care facilities, employment agencies, practice groups, and other institutions employing allied personnel. Study findings, based on a 25% response rate, included the following: (1) employment needs were and were expected to remain most pressing in the field of nursing, with the greatest need being for nurse assistants, followed by associate degree nurses, bachelor's degree nurses, and licensed practical nurses; (2) in the allied health fields, training areas appeared most critical for home health aides, physical therapists, emergency medical technicians at all levels, radiologic technicians, radiologic technologists, medical secretaries, unit clerks, medical technologists, laboratory technicians, and respiratory therapists; and (3) physical therapy assistant and occupational therapy assistant were two positions with more than twice as many openings projected in 5 years as there were currently licensed practitioners. Attached tables present: (1) current vacancies and the 5-year projected need; (2) a comparison of current and projected need to those already licensed; and (3) the need partitioned between Albuquerque and the rest of New Mexico. The survey instrument is also included. (JSP)

ED 343 647 JC 920 177

McLaughlin, James L.; Burr, Marjorie

Survey of Current and Proposed Allied Health Education Programs in New Mexico Post-Secondary Institutions, 1991.

PUB DATE- Aug 91
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Allied Health Occupations Education; College Programs; Community Colleges; Higher Education; *Nursing Education; Program Development; State Surveys; Tables (Data); Two Year Colleges
IDENTIFIERS- *New Mexico

In spring 1991, the Council of Chief Instructional Officers of New Mexico two-year institutions compiled information on current and proposed allied health programs in order to foster cooperation and planning in allied health education among the 17 institutions in the state. In summer 1991, the compilation was updated to include allied health programs offered at the state's four-year institutions in order to provide an inclusive picture of the education available in New Mexico. This report lists all allied health programs offered in New Mexico, the institutions offering them, program names, and the degree offered; indicates whether the program is accredited and, if so, by which accrediting body; and reports the average number of students entering and graduating from the programs. Programs are listed in the following categories: (1) associate degree nurse; (2) licensed practical nurse; (3) nurse aide/nursing assistant; (4) emergency medical services; (5) radiologic technology; (6) medical laboratory technician; and (7) other assorted programs, including medical transcription, dental assistant, hospice and grief counseling, and home health aide. For proposed programs, the report lists the institutions that will offer them, the proposed names, implementation dates, degrees to be offered, proposed accreditation status, and anticipated enrollments and numbers of graduates. Proposed programs are listed in the categories of nursing, physical therapy assistant, radiologic technology, human services, occupational therapy, and respiratory therapist. (JMC)

ED 343 648 JC 920 178

Dona Ana Branch Community College Five-Year Plan: Adopted 1989, Revised 1990-1991.

PUB DATE- Aug 91

NOTE- 8p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *College Planning; College Programs; Community Colleges; *Long Range Planning; *Organizational Objectives; Program Development; State Universities; Teacher Characteristics; Two Year Colleges

In 1990-91, responding to the rapid growth and change of both community and college, New Mexico State University's (NMSU's) Dona Ana Branch Community College (DABCC) revised its 5-year plan which was adopted in 1989 to establish goals that would shape the actions, policies, and plans of the college. These goals included: (1) increase instructional excellence and student success; (2) increase access to the community college throughout the service area; (3) assume a partnership role with Dona Ana County in serving the community's educational and economic needs; (4) provide the staff and facilities needed to serve a rapidly increasing enrollment; (5) evolve into a comprehensive community college; (6) develop adequate funding resources for rapid expansion; and (7) maintain a close relationship with NMSU. Nineteen new programs are being considered for implementation over the next 5 years, including eight allied health occupations programs. Many of the programs respond to identified regional employment needs. This 5-year plan includes brief reports on the characteristics of DABCC's full-time faculty; six college programs that have been recognized for their excellence or distinct contributions; and existing academic programs and program review efforts. (JSP)

ED 343 649 JC 920 179

Jump at the Sun: Perspectives of Black Women Administrators.
PUB DATE- Mar 89
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Attitudes; Administrator Characteristics; *Black Leadership; *Blacks; Higher Education; Leadership Qualities; *Racial Bias; *Sex Bias; *Women Administrators

Four community college administrators, including a president, provost, director of learning resources, and dean of student services, offer their perspectives on what it means to be a black woman administrator in higher education today. First, "Jump at the Sun," by Bernadine Coleman Thomas, contends that a black woman administrator can be successful in the invalidating environment of higher education if she knows who she is and why she is a member of the academic community; and if she sets her own goals and measures their attainment against specific criteria. In "Who Am I?," Belle S. Wheelan underscores how important support networks in the workplace and in her personal life, self-rewards, and hard work have been in allowing her to contend with the stress of moving across country to accept a new administrative position. Wheelan also presents her position on the responsibility she feels as a representative of other black females. "Not-So-Random Thoughts on the Pursuit of the Goal," by R. Eileen Baccus, offers guidance and insight on obtaining the credentials that will be necessary for a black job applicant to obtain an administrative position; conducting job searches, and learning the written and unwritten rules for operating in an organization. The final article, "Upward Mobility, Aspirations and Expectations: A Woman's Perspective," by Barbara D. Holmes, focuses on the differences between male and female management styles, general characteristics of leaders, and qualities of successful women leaders. (JMC)

ED 343 650 JC 920 180

Brandy, Erin L.
Using a Computer Database To Improve Student Test Record Management.
PUB DATE- Oct 91
NOTE- 104p.; Master's Practicum Paper, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Academic Records; *College Credits; Community Colleges; Comparative Analysis; *Computer Uses in Education; *Database Management Systems; *Databases; Scores; *Time Management; Two Year Colleges

Manually managing student test record data at the college level can be inefficient in terms of both time and accuracy. A computer database program was implemented at a community college in Florida to improve student test record management. The database consisted of the test records of students currently enrolled in College Preparatory English and students who had been enrolled in the course over the previous two academic years. The computer database provided the Test Center staff a quick and efficient means of identifying the records of returning students, preparing and printing weekly progress reports, printing personalized labels, and computing statistics of final grades at the end of the term. Success was measured by comparing the time taken to perform these tasks manually to the time these tasks took on the computer. While in most cases the results did not exactly match the predictions, in all cases the computer methods were faster than the corresponding manual methods. A copy of the database instructions manual is appended along with other forms, sample reports, and instruments. (LAP)

ED 343 651 JC 920 181

Griffiths, John B.

Implementing CAI at San Juan College: Toward the Campus of the Future.

PUB DATE- 15 Aug 91
NOTE- 39p.; A staff development mini-grant report.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Faculty; College Planning; Community Colleges; *Computer Assisted Instruction; *Instructional Improvement; Literature Reviews; Needs Assessment; Questionnaires; *Teacher Attitudes; Trend Analysis; Two Year Colleges

In 1991, a study was conducted at San Juan College (SJC) to examine existing research, issues, and faculty attitudes and needs regarding computer-assisted instruction (CAI). A faculty needs assessment survey was prepared and conducted, a review of the research literature was undertaken, and initial guidelines were drafted for the utilization of CAI at SJC. The literature review suggested that the most effective use of CAI is drill and practice for students who have some basic skills. During the spring term, all 175 full- and part-time faculty at SJC were surveyed regarding their attitudes toward CAI and their needs for assistance and support in implementing CAI. Survey findings, based on an 18% response rate, included the following: (1) most faculty believed that CAI is most useful activities outside of the classroom, such as practicing skills, enriching study materials, and testing knowledge; (2) faculty expressed the need for information about CAI packages in their subjects, an evaluation facility, and information about the uses of CAI for work outside the classroom; (3) respondents were also willing to explore in-class uses of CAI provided that it contributes to productivity and teaching effectiveness. The study report includes guidelines for making progress in the instructional and administrative uses of computers. The survey instrument, a draft policy and procedures statement, and a list of selected educational system vendors are appended. (JMC)

ED 343 652 JC 920 182

Fujimoto, Jack

Educational Implications for Mainstreaming New Americans.

PUB DATE- 7 Apr 92
NOTE- 17p.; Paper presented at the National Conference of the American Association of Higher Education (Chicago, IL, April 5-8, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Colleges; English (Second Language); Federal Aid; *Immigrants; Program Descriptions; Program Implementation; Second Language Instruction; *Student Characteristics; Two Year Colleges

Several million aliens were given amnesty to become "New Americans" under the 1986 Immigration Reform and Control Act. Congress appropriated $4 billion to provide education as well as health services for the eligible legalized aliens under the the State Legalized Immigrant Assistance Grant (SLIAG). A project at Los Angeles Mission College called the Bilingual Professional Expressway established a track for 2,000 immigrant professionals. The project was designed to mainstream "New Americans" into the American workforce and social fabric. The program includes a specialized matriculation process, self-paced accelerated English language instruction, detailed transcript evaluation, general education, assistance with university transfer and credentials or certification, and continuous support services through specially designed workshops and seminars. Preliminary findings on a sample of 14,000 Amnesty-eligible students revealed the following student characteristics: (1) they are 5% of California's population but 12% of the workforce; (2) 90% work more than 49 hours per week and earn $11,440 per year; (3) 68% are married, and 80% have children; and (4) they have gotten very little education from SLIAG, averaging 9 hours of education per year over the 5-year funding period. (JMC)

ED 343 653 JC 920 187

Woodruff, Barbara Bilson, Ed.; And Others

Inside English: Journal of the English Council of the California Two Year Colleges. Volume 19, Numbers 1-4, September 1991, December 1991, March 1992, May 1992.

PUB DATE- Sep 91
NOTE- 270p.; Each page of the original 11 inch by 14 inch journal has been converted to two overlapping "landscape" pages (11 inches by 8-1/2 inches).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Basic Skills; *College English; Community Colleges; *Cultural Differences; Educational Legislation; *English Instruction; Instructional Innovation; Journal Writing; Literature; Poetry; Remedial Instruction; Student Writing Models; *Teaching Methods; Two Year Colleges; Writing (Composition); *Writing Exercises; *Writing Instruction

With each issue focusing on a different theme, volume 19 of "Inside English" looks at the cultural diversity in the community college curriculum, teaching literature at all levels, teaching writing at all levels, and the challenge of teaching English in the 1990's. In addition to regular columns on the English Council of California Two-Year Colleges (ECCTYC) and legislative concerns, the issues include the following feature articles: (1) "Cultural Diversity: A Feminist Perspective. Whose Politics? Whose Canon?" by Nancy Gray; (2) "A Primer on Chicano Literature," by Jesus J. Gonzales; (3) "'La Bamba': Film as Text," by Janet Madden and Sara Blake; (4) "Redefining the American Novel: Isabel Allende and Other Latin American Writers," by Jack Jackson; (5) "Multicultural Freshman Comp: Strategies for Infusing Cultural Diversity," by Millie M. Kidd; (6) "Rethinking the Canon: The Commonplace Book of Our Shared Culture," by Mark Nicoll-Johnson; (7) "Reader-Response Theory as a First Step in a Literature Class," by Vincent F. Piro; (8) "From Story to Poetry: Using Ballads to Bridge the Genres," by Madeline Loewe Puccioni; (9) "Traditional Literature in an Untraditional Comp Class: Myths About Convicts, and Vice Versa," by Dan Satterlee; (10) "Modifying Teaching Behavior: Encouraging Critical Thinking in a Composition Class," by Judith Rose; (11) "Developing Students' Critical Thinking and Writing: Using the Dialectical Journal," by Sheila Thorne; (12) "Rediscovering Model Essays: Teaching to the Many While Not Neglecting the Few," by Alison Kuehner; (13) "Talking Back: Personalized Cassettes and ESL (English as a Second Language) Students," by La Vergne Rosow; (14) "Helping Students Do the Thinking: Empowering Students, Enlivening Classes," by Marlene Martin; (15) "Salvage Operations and Miraculous Recoveries: Dealing With Problem Classes," by James Piper; (16) "Serving At Risk Students: Humanizing the Curriculum and the Classroom," by John F. Gardenhire; (17) "Using Classroom Assessment: Teachers as Researchers," by Jim Whearty and Kim Wolterbeek; and (18) "Breaking Down the Walls of Prejudice: Holistic Learning in the Writing Classroom," by James R. Musgrave. (JMC)

ED 343 654 PS 019 858

Nakamura, Richard; And Others

Evaluation of the Early Provisions for School Success (EPSS) Program, Phase II, School Year 1989-90. (A Case Study of Seven Successful Kindergarten Teachers).

PUB DATE- Sep 90
NOTE- 76p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; *Classroom Environment; Classroom Observation Techniques; Inservice Teacher Education; Interviews; *Kindergarten; Kindergarten Children; Parent Participation; *Preschool Teachers; Primary Education; Program Evaluation; Recordkeeping; Student Evaluation; *Teacher Effectiveness; *Teaching Methods
IDENTIFIERS- *Early Provisions for School Success Program HI; *Hawaii

In 1989, the Hawaii State Department of Education initiated a study of the practices of successful kindergarten teachers involved in the Early Provisions for School Success (EPSS) program. Seven teachers identified as having a large percentage of students with language needs who progressed to the non-needs category were recruited from seven school districts. A case study method was used to gather data on the teachers' approaches to assessment, instruction, staff development, parent involvement, and recordkeeping. Each teacher was observed three or four times, interviewed, and asked to complete a questionnaire. Frequently used or dominant strategies, termed "primary strategies," were compared with teachers' written expectations. Study findings indicated that the teachers developed and used a variety of means to monitor children's progress and adjusted instruction to meet students' needs. The teachers were well-organized in providing an environment conducive to learning. Most provided learning centers, displayed children's work, and made many books available. Several instructional practices stood out as primary strategies; these included using children's experience to support and facilitate new learning, and fostering learning situations that allowed for experiencing, interacting, experimenting, and exploring. Teachers sought to involve parents by scheduling conferences, inviting parents to visit classes, and communicating by notes and telephone. All teachers attended at least two EPSS training sessions and kept records of student progress. The interview schedule and questionnaire are attached. (AC)

ED 343 655 PS 019 905

Claus, Richard N.; Quimper, Barry E.
Prekindergarten Program Product evaluation Report, 1990-91.
PUB DATE- Jun 91
NOTE- 44p.; For 1988-89 evaluation report, see ED 308 948 and for the 1989-90 evaluation report, see ED 320 673.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Compensatory Education; *High Risk Students; Parent Participation; *Preschool Education; *Program Effectiveness; Program Evaluation; *Program Improvement; Summative Evaluation
IDENTIFIERS- Prekindergarten Saginaw Objective Reference Test; *Saginaw City School System MI

Results of the 1990-91 product evaluation of the federally funded Chapter 1 prekindergarten program of the Saginaw, Michigan School District are reported. The purpose of the program is to provide inner-city 4-year-olds with an environment that will enable them to develop the skills needed for success in school. In 1990-91, the program served 466 children enrolled at 13 buildings. The major question addressed by the evaluation was: Did the program attain the objectives it set out to accomplish? To answer this question, evaluators used: (1) the Prekindergarten Saginaw Objective Reference Test to assess cognitive and psychomotor objectives; and (2) a Parents as Partners Sheet to assess the amount and type of parent participation. Findings indicated that the program met eight of nine objectives in the cognitive skills area and two of four objectives in the psychomotor skills area. All three objectives for parent participation were met. Six recommendations for program improvement are offered. Appendixes provide a list of the 16 program objectives, a list of program participants, and a copy of the Prekindergarten Saginaw Objective Reference Test. (BC)

ED 343 656 PS 019 906

Claus, Richard N.; Quimper, Barry E.

Michigan Early Childhood Education Preschool Program Product Evaluation Report, 1990-91.

PUB DATE- Jun 91
NOTE- 61p.; For 1988-89 Evaluation Report, see ED 308 931; for 1989-90 Evaluation Report, see ED 320 672.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cognitive Development; *Compensatory Education; Emotional Development; *High Risk Students; Parent Participation; *Preschool Education; *Program Effectiveness; Psychomotor Skills; State Programs; Summative Evaluation
IDENTIFIERS- Michigan Early Childhood Educ Preschool Program; Prekindergarten Saginaw Objective Reference Test; *Saginaw City School System MI

Results of the 1990-91 product evaluation of the Saginaw, Michigan School District's state-funded prekindergarten program are reported. In 1990-91, the program served 285 pupils enrolled at 8 sites. The purpose of the program is to provide at-risk 4-year-olds with an environment that will enable them to develop school readiness skills. The Piaget-based program involves seven component areas, including cognitive, psychomotor, affective, parent participation, curriculum, staff development, and community collaboration components. The major outcome question was: Did the program attain the objectives it set out to accomplish? To answer this question, evaluators used: (1) the Prekindergarten Saginaw Objective Reference Test (PK-SORT); (2) the Affective Rating Scale; (3) a Parents as Partners Sheet; and (4) records. Findings indicated that the program met 9 of the 13 PK-SORT objectives, all seven of the affective objectives, all 3 of the parent participation objectives, and all 3 of the objectives for curriculum, community collaboration, and staff development. Recommendations for program improvement are offered. Appendixes include a description of the program, a copy of the Prekindergarten Saginaw Objective Reference Test, and related items. (BC)

ED 343 657 PS 020 165

Jacobs, Ellen; And Others
School Age Child Care: A Preliminary Report.
PUB DATE- Jun 91
NOTE- 21p.; Paper presented at the Annual Conference of the Canadian Society for the Study of Education (Kingston, Ontario, Canada, June, 1991). Research funded by CCIF (Canada) and FCAR (Quebec).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Child Caregivers; Comparative Analysis; *Day Care Centers; *Educational Quality; Family Characteristics; *Family Day Care; Family Size; Foreign Countries; Interprofessional Relationship; *Kindergarten; Mothers; Preschool Teachers; Primary Education; *School Age Day Care; *Social Behavior; Social Development; Social Differences; Socioeconomic Status; Young Children
IDENTIFIERS- *Canada; Day Care Effects; Home Child Care

This paper examines on-site, school-age child care and the relationship between attendance at on-site, after-school child care programs and familial, environmental, and developmental factors. Topics discussed include: (1) the quality of school-based environments in kindergarten and child care; (2) the socioeconomic status and size of families of children attending after-school child care programs; (3) the social and play behaviors of children in day care and children in home care; and (4) the degree of communication between kindergarten teachers and child care educators in on-site, after-school child care centers. The findings reported represent a small portion of a comprehensive study conducted over a 3-year period by four primary researchers in Montreal and Quebec City. Subjects were 75 children who attended school-based child care and 69 children who went home after school. There were more single parent families and fewer children per family in the day care group than the home care group. It was found that a select population used school-based child care and that the quality of school-based child care varied within and between schools. Day care history seemed to be an important factor in a child's social development. There were substantial differences between those who worked in kindergartens and those who worked in child care programs. Contains 38 references. (LB)

ED 343 658 PS 020 169

Agrawal, S. P.; Kanta, Naresh
Child Education in India: Index to Scholarly Writings in Indian Educational Journals and Newspapers Since Independence (Includes Constitutional Provision and Basic Indicators of Child Growth).
PUB DATE- Jan 90
NOTE- 114p.; Prepared for Indian Council for Child Education on the occasion of the National Conference on Child Education (January 2-3, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Opinions/Personal Viewpoints/Position Papers/Essays (120),Books (010)
DESCRIPTORS- *Childhood Needs; Curriculum; Educational Innovation; *Educational Objectives; *Elementary Education; Foreign Countries; Government Role; *Preschool Education; Reading Research
IDENTIFIERS- *Basic Education; Constitutions; *India

Part I of this book, which comprises the bulk of the volume, consists of a bibliography of approximately 650 publications on child education. The publications include articles from 58 Indian journals and newspapers published in the English language. The bibliography also references books, research reports, and doctoral theses that have been reviewed in journals and newspapers. The bibliography has both an author and a subject index. Full bibliographic information is provided in both indexes. Part II of the book includes a description of a proposed children's university, which would house children from around India, include several centers of research on problems related to child development, and sponsor cultural centers for each Indian State. Also included are: (1) an essay concerning the problems and potentials of research on children's reading; (2) excerpts from the Indian Constitution that concern issues relating to children; (3) statistics on school enrollment and adult literacy in India; and (4) a list of 79 specialists in the field of child education. (BC)

ED 343 659 PS 020 238

Pickering, Joyce S.
Successful Applications of Montessori Methods with Children at Risk for Learning Disabilities.
PUB DATE- 78
NOTE- 38p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *At Risk Persons; *Early Intervention; Individualized Instruction; *Learning Disabilities; *Montessori Method; Preschool Children; Preschool Education; *Self Concept; Sensory Training; Skill Development
IDENTIFIERS- *Developmentally Appropriate Programs; Montessori (Maria)

This paper discusses the application of the Montessori method as an intervention for children at risk for learning disabilities. A review of the literature provides background information about the philosophy and history of Montessori methods, and considerations relevant to at-risk children. Described are techniques of the Montessori method, particularly in relation to: (1) a prepared environment; (2) the role of the teacher; (3) presentations made by the teacher; (4) observations on which these presentations are based; and (5) children's sensitive periods for learning certain skills. The Montessori curriculum and its application to at-risk children are discussed in the context of the four major content areas of the curriculum: practical life, the senses, language, and mathematics. It is concluded that the major motivation for learning in the Montessori curriculum is success. Because tasks can be matched to the child's ability level, representations can be structured for success. This process facilitates the development of effective academic skills and a positive self-concept. It is emphasized that setting up children for success based on individual strengths and weaknesses is critical to the teaching of at-risk children. Appended are 14 references and a chart which, in three columns, contrasts the development of the average child and the at-risk child in relation to the Montessori methods which enhance learning for the at-risk child. (GLR)

ED 343 660 PS 020 261

Policy for Early Childhood Education and Parent Involvement in Tennessee.

PUB DATE- 15 Nov 91
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Agency Cooperation; *At Risk Persons; Community Programs; *Early Intervention; *Educational Policy; *Parent Participation; Preschool Education; Program Development; Program Evaluation; State Aid; *Statewide Planning
IDENTIFIERS- *Project Head Start; *Tennessee

This Tennessee State policy is designed to provide positive learning outcomes for young children and promote parent involvement and the coordination of services for children and families. Introductory material underscores the importance of early learning, summarizes results of preschool intervention programs such as Head Start, and identifies current programs and needs of at-risk children. The next section sets forth principles for the planning, design, and delivery of early childhood education and parent involvement (ECE/PI) programs. Programs emphasize the family and community, comprehensive services, developmentally appropriate programs, quality standards, parent involvement, family services, interagency collaboration, staff selection and development, assessment and screening, early childhood units, planning, evaluation, accountability, and funding. After presenting the State Board of Education policy regarding high quality ECE/PI programs, the report outlines local program requirements in the areas of staff organization and development, facilities and transportation, a developmental learning program, parent involvement, family services, health and nutrition services, services for children with disabilities, governance, and administration. Steps in developing, gaining approval for, and implementing local programs are detailed. Discussion then turns to state responsibilities in the areas of procedures and policies, funding, and technical assistance. Finally, evaluation and accountability procedures are considered. The Master Plan for Tennessee Schools, and relevant legislation, are appended. (AC)

ED 343 661 PS 020 263

Morin, Jim; And Others

Taking Matters into Our Own Hands: A Guide to Unionizing in the Child Care Field.

PUB DATE- 91

NOTE- 54p.; Expanded and updated edition of "Unionizing: A Guide for Child Care Workers" published in 1986.

LANGUAGE- English

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Arbitration; Child Caregivers; *Child Care Occupations; Contracts; *Day Care; Early Childhood Education; Labor Demands; *Negotiation Agreements; Preschool Teachers; *Teacher Associations; *Unions

IDENTIFIERS- *Organizing Strategies; Union Recognition

This booklet explains why and how child care workers should unionize. Chapter 1 outlines the individual and professional advantages of unionization and traces the history of unions and the American labor movement. Chapter 2 presents 12 steps in organizing a work site. It is proposed that child care workers: (1) explore and promote interest in unionization; (2) assess the organizing potential in the work site and community; (3) choose a union; (4) develop and implement an organizing plan; (5) sign union cards to confirm union membership; (6) ask the employer for voluntary recognition; (7) apply to the labor board for a union election; (8) campaign for the election; (9) announce and celebrate an election victory; (10) draft negotiating proposals; (11) negotiate the contract; and (12) ensure that the contract is honored. Chapter 3 explains steps in contract negotiations, which include reaching agreement on the contents of the proposals; developing an economic strategy related to staff-child ratios, substitutes, reimbursement for training, and other issues; drafting the proposals; presenting proposals and receiving counter-proposals; and ending negotiations. Chapter 4 reviews provisions typically found in contracts, union-management relations, working conditions, wages and benefits, employer expectations, and procedures for discipline and discharge. A glossary of terms, information on the National Labor Relations Act, myths about unions, and profiles of five unions are appended. (AC)

ED 343 662 PS 020 317

Mother-Only Families: Low Earnings Will Keep Many Children in Poverty. Report to Congressional Committees.

PUB DATE- Apr 91
NOTE- 38p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Day Care; Employed Parents; *Employment Potential; Family Income; *Fatherless Family; Federal Legislation; Fringe Benefits; Job Skills; *Low Income Groups; Mothers; One Parent Family; *Poverty; Wages; Welfare Recipients; *Welfare Services

In 1991, the Government Accounting Office (GAO) developed an empirical estimate of the magnitude of the problems mother-only families face in escaping poverty. The GAO also tried to identify federal policies that could help such families. Data from the National Longitudinal Survey of the Labor Market Experience of Youth were used to assess the expected earnings of single mothers working full- or part-time, the availability of sick leave and health insurance, and child care problems. Potential earnings and other reported sources of income were compared with the poverty line to see whether single mothers could be expected to support themselves without public assistance. The study found that many single mothers will remain near or below the poverty line even if they have full-time jobs. Problems they are likely to face include low earnings; vulnerability to layoffs and other work interruptions; lack of such benefits as paid sick leave and health insurance; and relatively high expenses for child care. The 1990 legislative expansion of the earned income tax credit and child care subsidies could increase the percentage of poor families that live without welfare. Nevertheless, many poor single mothers will still need better job skills to raise their earnings. Otherwise, public assistance, especially Aid to Families with Dependent Children benefits, food stamps, and child support payments, will be necessary if these mothers are to live above the poverty line. Appendixes detail: (1) the wage-earning potential of, and hours worked by, single mothers; (2) the availability of fringe benefits; and (3) calculations of potential AFDC benefits for employed single mothers in various states. (AC)

ED 343 663 PS 020 332

Macdonald, C. A.
Reasoning Skills and the Curriculum. (A Final Report of the Threshold Project). Soling 18.

PUB DATE- 90
NOTE- 156p.; Title given on inside title page is: "Ballpoint Pens and Braided Hair: An Analysis of Reasoning Skills and the Curriculum."
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Bilingual Education; *Cognitive Development; *Cognitive Processes; Curriculum Development; Developmental Psychology; Elementary Education; *Elementary School Curriculum; Foreign Countries; Language of Instruction; *Learning Theories; Metacognition; Piagetian Theory; Problem Solving; *Teaching Methods; Theory Practice Relationship; *Thinking Skills
IDENTIFIERS- *South Africa

The Threshold Project focuses on the language and learning difficulties that children in Southern African schools experience when they change from their mother tongue to English as a medium of instruction in their fifth year of schooling. This report discusses Threshold Project research relating to the nature of pupils' cognitive capacities and the ways in which pupils approach certain types of problem-solving tasks. Chapter 1 provides background on the Threshold Project and discussion of reasoning as an explanatory construct, social interest in reasoning skills, and the relation between culture and the curriculum. Chapter 2 provides an overview of theories of intellectual competence and their implications for curriculum development, focusing on: (1) Piagetian genetic epistemology; (2) information process systems approaches; (3) metacognition as a theoretical construct; (4) Pascual-Leone's theory of constructive operators; (5) cross-cultural cognitive psychology; (6) the neo-Piagetian model of Le Bonniec; and (7) the Vygotskian paradigm of cognitive development. Chapter 3 covers approaches to the teaching of thinking that concentrate on cognitive operations, an orientation towards heuristics, formal thinking, thinking through language and other systems, and thinking about thinking. Finally, Chapter 4 presents a model for the place of thinking in the curriculum and concludes with a summary of practical implications. (AC)

ED 343 664 PS 020 334

Porter, Toni
Just Like Any Parent: The Child Care Choices of Welfare Mothers in New Jersey.
PUB DATE- Dec 91
NOTE- 40p.; Research funded by a grant from the Corporation for the Advancement of Policy Evaluation.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Adults; Age Differences; Blacks; *Child Caregivers; *Day Care; Day Care Centers; Early Childhood Education; Educational Quality; Family Day Care; Hispanic Americans; Mothers; *Parent Attitudes; State Surveys; *Welfare Recipients; *Welfare Services
IDENTIFIERS- African Americans; *Day Care Selection; Expanded Child Care Options Demonstration; Home Child Care; *New Jersey

In spring and summer of 1991, five focus groups gathered information on the child care choices of welfare mothers and helped organizations participating in the Expanded Child Care Options Demonstration program develop a child care supply that met parents' needs. Three of the focus groups were made up of African-American women, with one of the three groups composed of teen mothers. Hispanic women comprised the two other groups. The 58 focus group participants discussed their current child care arrangements, how the arrangements were selected, degree of satisfaction with care, perceptions of ideal care situations, and advantages and disadvantages of care for children in different age groups. The study revealed that adult women in both ethnic groups preferred day care centers, with only eight relying on relatives or family day care. Teen mothers, on the other hand, relied almost exclusively on relatives. Women in all groups wanted safe, clean environments where their children would receive individual attention from caregivers who understood children and supported their growth and development. However, they felt that they would not be able to afford well-equipped, well- staffed programs, even with government assistance. The only situation in which day care centers were not regarded as the best alternative was care for infants. Study findings underscored the importance of providing parents in Job Opportunities and Basic Skills programs with information about the benefits of various kinds of care settings before asking about their preferences. (AC)

ED 343 665 PS 020 343

Camfield, E.; And Others

Mediators of Relations between Maternal Behavior at 4-Months and Infant Attachment at 12-Months.

SPONS. AGENCY- March of Dimes Birth Defects Foundation, Washington, D.C.
PUB DATE- Apr 91
NOTE- 8p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attachment Behavior; Fathers; Infant Behavior; *Infants; Marital Satisfaction; *Mothers; *Parent Child Relationship; *Parent Influence; Social Support Groups
IDENTIFIERS- Ainsworth Strange Situation Procedure

A total of 48 mother-infant pairs were observed and rated in face-to-face interaction when the infant was 4 months old, and in the Ainsworth Strange Situation when the infant was 12 months old. Mothers' marital satisfaction and social support, and the involvement and support of the child's father, were assessed. The mothers constituted a low socioeconomic status, racially mixed sample. Results indicated no effects of infant birth status or gender, maternal age, race, or marital status on the infant's attachment classification at 12 months. Results also indicated that the father's involvement predicted the infant's attachment classification at 12 months. Maternal behavior at 4 months, marital satisfaction, and social support did not predict attachment classification. (BC)

ED 343 666 PS 020 345

Veale, Ann

The Emergent Profession.

PUB DATE- Sep 91
NOTE- 9p.; Paper presented at the Early Childhood Convention (5th, Dunedin, New Zealand, September 8-13, 1991).
LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Caregivers; *Child Care Occupations; Codes of Ethics; Criteria; *Early Childhood Education; Foreign Countries; Higher Education; Interprofessional Relationship; *Preschool Teachers; *Professional Development; Publications; Teacher Education; Trend Analysis
IDENTIFIERS- Australia; *Professionalism

Recent changes in the field of early childhood education that suggest patterns of emerging professionalism in Australia are discussed. These changes include the following: (1) the development of a code of ethics for the Australian early childhood profession; (2) the transitions of training institutions into universities; (3) the development of degree courses for teachers and caregivers; and (4) the availability of recent Australasian publications for tertiary teaching. Also discussed are the roles of early childhood teachers, such as their position as front line professionals who are close to families that are in the process of change. The increasingly supportive relationships between caregivers and teachers and other professionals are noted. Contains 21 references. (LB)

ED 343 667 PS 020 349

McLean, Deborah L.
Cooperative Learning: Theory to Practice in the Young Child's Classroom.
PUB DATE- Jan 92
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cooperative Learning; Elementary Education; *Group Activities; Interpersonal Competence; Learning Activities; Mainstreaming; *Peer Relationship; Preschool Education; Rewards; *Self Reward; *Social Development; *Student Motivation; Teaching Methods
IDENTIFIERS- Developmentally Appropriate Programs; *Developmental Theory; Piaget (Jean); Vygotsky (Lev S)

This paper discusses cooperative learning as a teaching method that uses intrinsic rewards, or rewards that come from within a student, in the education of young children. The developmental perspective of cooperative learning, which suggests that peer interaction, without the use of extrinsic rewards, leads to intellectual and social growth, is based on the theories of Vygotsky and Piaget. This perspective is supported by a growing body of evidence indicating that extrinsic rewards are detrimental to creative functioning. To foster cooperative learning, teachers can: (1) present children with developmentally appropriate activities; (2) encourage social interaction; (3) have children work with peers of mixed abilities; (4) develop activities which provide children with hands-on experience; (5) involve children in the learning process; and (6) provide interesting and open-ended activities. Teachers can follow these seven guidelines by using a project approach to learning in the classroom. The project approach capitalizes on children's differing abilities, revolves around a theme, and allows for an open-ended learning process. The benefits of cooperative learning include stressing cooperation over competition, developing social skills, and providing opportunities for the handicapped child to make a contribution to the group. A list of 14 references is provided. (BC)

ED 343 668 PS 020 353

What Are Public Dollars Buying in Day Care? What Should Public Dollars Be Buying in Day Care? Testimony Summary Report from Philadelphia, Bucks/Montgomery, and Chester/Delaware Public Forums 1990-1991.

PUB DATE- 1 Feb 92
NOTE- 38p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Access to Education; Costs; *Day Care; Early Childhood Education; *Educational Quality; *Financial Problems; Preschool Teachers; Public Opinion; *Public Sector; Public Support; *State Aid; Teacher Salaries
IDENTIFIERS- *Pennsylvania

In 1990-91 three public forums were held on problems related to child care in the Delaware Valley, Pennsylvania. Over 100 people, including parents, employers, child care professionals, government representatives, and community and labor leaders, gave testimony on the public sector's responsibility for day care and the monies being spent on child care. Three major issues were evident throughout the testimony: quality of services, affordability of services, and accessibility for parents. Corresponding recommendations wer: (1) improved licensing and monitoring systems; (2) professional wages for professional teachers; (3) increased provider reimbursement rates; (4) implementation of a single graduated eligibility scale and fee structure based on parents' income; (5) coordination of Pennsylvania's five separate funding streams; and (6) improved resource and referral services. This summary report presents excerpts from the testimony at the three forums, categorized by the issue addressed. Lists of forum participants are also provided. (AC)

ED 343 669 PS 020 358

Kalmar, Magda; And Others

Mothers' Retrospections of Premature Childbirth.

PUB DATE- 91
NOTE- 11p.; Paper presented at the Finno-Hungarian Symposium on Child and Family Research (2nd, Budapest, Hungary, 1991). "Single-spaced typescript."
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Birth; *Emotional Experience; Foreign Countries; Longitudinal Studies; *Memory; *Mothers; Perinatal Influences; *Premature Infants; *Stress Variables
IDENTIFIERS- *Hungary; Parent Expectations

This study examined Hungarian mothers' recollections, 8 years after the birth of their premature baby, of their stress at the time of the baby's birth. Interviews were conducted with 30 mothers whose babies had been born between 30 and 37 weeks gestational age. At the time of the follow-up, all children had normal IQs and were attending normal schools. Results indicated that more than half the mothers described their emotional state at the time of their infant's birth as considerably distressed. The results were compared to results of an earlier, similar Canadian study. In this study, 10 maternal stress categories were identified, and the sample of babies was divided into well and ill subsamples. Results of the present study differ significantly from results for the Canadian sample as a whole, but correlate with the results for the Canadian well sample, except for the stress category of "worry about developmental prognosis." Results of the current study indicate that maternal stress recollection is related to infants' perinatal risk status, and that high-SES mothers report more stressful memories than low-SES mothers. A list of 26 references is provided. (BC)

ED 343 670 PS 020 363

Hansen, Kirsten A.; Martner, Janet S.

Mental Health in Head Start: A Wellness Approach.

SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.; Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- 90
NOTE- 180p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Health; Comprehensive Programs; *Early Intervention; Educational Diagnosis; *Holistic Approach; Mental Disorders; *Mental Health; *Mental Health Programs; Parents; Preschool Education; Prevention; Program Administration; School Personnel
IDENTIFIERS- *Project Head Start; *Wellness

Designed to help Head Start mental health coordinators incorporate mental health into all aspects of the program, this manual describes planning strategies, suggests activities, includes samples of forms successfully used by other programs, and lists resources. Part I discusses the meaning of mental health and shows the relationship between a holistic mental health approach and the Head Start model. Three levels of intervention (prevention, identification and referral, and treatment) are described and discussed in relation to the mental health of program staff and administrators, parents, and children. Part II focuses on the roles and responsibilities of the mental health coordinator and professional. This section considers the professional competencies and personal characteristics needed by mental health professionals; describes several possible staffing models; and offers information on the various mental health problems Head Start staff may encounter. Part III presents a process for developing a mental health plan that includes five steps: (1) establish a philosophy; (2) gather information; (3) develop the plan, including goals, performance standards, activities, timelines, and documentation procedures; (4) implement the plan; and (5) evaluate the plan. Each part of the text concludes with sample forms, instructions for activities, guidelines, and information sheets. Appendixes contain Head Start Mental Health Program and other relevant performance standards; a 102-item bibliography; and a list of useful journals and organizations. (AC)

ED 343 671 PS 020 367

Cross, Alice Frazeur

Development and Implementation of a Program of Evaluation To Support Improvement of Organizational Components in a Child Care Center.

PUB DATE- 92
NOTE- 79p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Day Care Centers; Decision Making; Elementary Education; Employer Supported Day Care; *Evaluation Methods; Higher Education; *Organizational Development; Preschool Education; Problem Solving; *Program Evaluation
IDENTIFIERS- Campus Child Care; *Context Input Process Product Evaluation Model; *Organizational Health

This practicum's goal was to improve the organizational components of a university child care center through the development and implementation of a comprehensive program of evaluation. Several evaluation models were considered. The Context-Input-Process-Product Model was selected for its flexibility in providing formative and summative results, its usefulness for decision making and problem solving, and its ability to incorporate currently used evaluation methods. A number of evaluation tools, such as parent evaluation of services and student evaluation of field experience, were adopted. Evaluation results were used to develop program goals.

Results were also used by staff members to develop objectives for personal development. Results of the practicum were mixed. A comprehensive program of evaluation was implemented and organizational components were improved, but personnel perceptions of the organization's health demonstrated a downward trend. A number of reasons for the mixed results were offered, including the extra effort required of personnel to make changes and the fiscal status of the center. It was asserted that a comprehensive program of evaluation would take at least 2 years to become fully routinized in the program. (Appendixes comprising half the document include: Organizational Health Checklist, Calendar of Activities; Introductory Material for the CIPP Model; Samples of Evaluation Tools; and Organizational Health Checklist Prepracticum and Postpracticum Results.) (Contains 28 references.) (Author/GLR)

ED 343 672 PS 020 373

Wintre, Maxine Gallander; Yaffe, Marvin
Perception of Parents Scale: Development and Validation.
PUB DATE- Apr 91
NOTE- 17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Students; Factor Analysis; Higher Education; Locus of Control; *Parent Child Relationship; *Self Concept Measures; Self Esteem; *Test Construction; Test Items; Test Reliability; *Test Validity
IDENTIFIERS- *Mutuality; *Perception of Parents Scale

This paper describes the development and validation of the Perception of Parents Scale (POPS), which was designed to measure the transformation in parent-child relations from the initial positions of authority and obedience to the mature position of mutual reciprocity. A 51-item, 4-point Likert scale was designed. Items were divided into three classes dealing with relationships with parents, mothers, and fathers. The scale was administered to 132 university students (85 females, 47 males), 18-25 years old. Analyses of item means and variance yielded a final 43-item scale. Scales of self-esteem, locus of control, and choice of an adult consultant for advice were used to examine construct validity. Analysis of variance on POPS scores revealed that students who scored high on the POPS for transformation of the parent-child relationship were more likely than other children to choose adults as consultants when they needed advice. These children also had higher self-esteem and were less likely to attribute circumstances to powerful others than were low-scoring students. Ongoing studies of the POPS are briefly reviewed and the original 51 items in the POPS are listed. (BC)

ED 343 673 PS 020 374

Claus, Richard N.; Quimper, Barry E.
Prekindergarten Program Process Evaluation Report, 1991-92.
PUB DATE- Feb 92
NOTE- 30p.; For 1988-89 report, see ED 305 180; for 1989-90 report, see ED 316 317, for 1990-91 report, see ED 330 449.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Check Lists; Classroom Observation Techniques; Cognitive Development; Compensatory Education; Emotional Development; Formative Evaluation; High Risk Students; Language Skills; Parent Participation; Play; *Preschool Children; Preschool Education; *Program Effectiveness; *Program Evaluation; Program Improvement; Psychomotor Skills; *School Readiness
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *Saginaw City School System MI

By January of the 1991-92 school year, 428 children were being served by the Chapter 1 Prekindergarten Program of the Saginaw, Michigan school district. A process evaluation was conducted to monitor the program and assess whether the program was being implemented as planned. The process evaluation for this year consisted of a half-day classroom observation in 13 classrooms. An activity checklist and observation instrument were used to determine whether cognitive, psychomotor, parent participation, and education activities were being carried out and to explore classroom practices and teacher behaviors for encouraging pupils' language behavior. Observations revealed that: (1) activities to meet the program's daily objectives took place in all classrooms; (2) a record of parent participation was maintained in all classrooms; (3) labels were placed on objects throughout the classrooms to assist in word recognition; and (4) teachers used language enhancement techniques. Overall, the program was operating as planned. Suggestions for improving some areas of the program are offered. Appendixes include a list of program participants, copies of the activity checklist and observation instrument, and a table listing teachers' use of language enhancement techniques. (BC)

ED 343 674 PS 020 375

Claus, Richard N.; Quimper, Barry E.
Michigan Early Childhood Education Preschool Program Process Evaluation Report, 1991-92.
PUB DATE- Feb 92
NOTE- 39p.; For 1988-89 report, see ED 305 178; for 1989-90 report, see ED 316 318, for 1990-91 report, see ED 329 347.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Check Lists; Classroom Observation Techniques; Cognitive Development; Compensatory Education; Emotional Development; Formative Evaluation; *High Risk Students; Individual Development; Language Acquisition; Parent Participation; *Preschool Children; Preschool Education; *Program Effectiveness; Program Evaluation; Program Improvement; Psychomotor Skills; *School Readiness; *State Programs
IDENTIFIERS- *Michigan Early Childhood Educ Preschool Program; *Saginaw City School System MI

This document reports the findings of a process evaluation of the Saginaw, Michigan Early Childhood Education Preschool program for 4-year-olds at risk of academic failure. As of January, 1992, a total of 292 pupils were attending the program at 9 sites. The goal of the program is to enable 4-year-olds to develop school readiness skills. Program components include children's cognitive, psychomotor, and affective development; parent and community participation; curriculum; and staff development. The process evaluation consisted of on-site observations of all nine classrooms and the use of an activity observation checklist and language observation instrument. Observations revealed that: (1) activities to meet the program's daily objectives took place in all classrooms; (2) a record of parent participation was maintained in all classrooms; (3) labels were placed on objects throughout the classrooms to assist in word recognition; and (4) teachers employed language enhancement techniques. Overall, the program was operating as planned. Suggestions for improving some areas of the program are offered. Appendixes include a list of program participants, a list of objectives for each of the program's component areas, copies of the activity checklist and language observation instrument, and a table listing teachers' use of language enhancement techniques. (BC)

ED 343 675 PS 020 380

Presseisen, Barbara Z.
Implementing Thinking in the School's Curriculum.
PUB DATE- 9 Feb 92
NOTE- 58p.; Paper presented at the Annual Meeting of the International Association for Cognitive Education (3rd, Riverside, CA, February 9, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Cognitive Development; Computer Assisted Instruction; *Curriculum Development; Elementary Education; *Learning Processes; *Learning Theories; Models; Program Descriptions; Teaching Methods; Theory Practice Relationship; *Thinking Skills

The teaching of thinking has become the focus of a new interventionist paradigm in schooling. Four perspectives have been particularly influential in the development of the paradigm: (1) the cognitive view of intelligence, which asserts that intellectual ability can be changed; (2) the constructivist approach to learning, which maintains that children actively and independently construct knowledge by creating and coordinating relationships in their mental repertoire; (3) the social psychology view of classroom experience, which focuses on the learner as an individual who is a member of various peer groups and a society; and (4) the perspective of information processing, which deals with the acquisition, elaboration, and management of information. Three exemplary teaching strategies can be linked to these research perspectives: Reuven Feuerstein's instrumental enrichment program involving mediated learning experiences and psychological intervention; Stanley Pogrow's higher order thinking skills program, which includes computer-based instruction in information processing skills; and Robert Slavin's two cooperative learning programs for math and language arts. All three strategies include staff development components. Schools can facilitate the implementation of thinking programs by attending to six critical factors: clarity of objectives, importance of environment, staff development and program support, incentives for involvement, timing and ownership, and stable leadership. A reference list contains 69 citations. (AC)

ED 343 676 PS 020 382

Hubbell, Ruth; And Others
Comprehensive Child Development Program--A National Family Support Demonstration. First Annual Report.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- Dec 91
NOTE- 232p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agency Cooperation; *Child Development; Family Characteristics; *Family Programs; Preschool Education; *Program Descriptions; *Program Evaluation; Program Implementation; *Social Services
IDENTIFIERS- Administration for Children Youth and Families; Case Management; Comprehensive Child Development Act 1988; *Comprehensive Child Development Program (ACYF)

The Comprehensive Child Development Act of 1988 provided for the establishment of Comprehensive Child Development Program (CCDP) projects to be administered by the Administration on Children, Youth and Families (ACYF). A total of 24 CCDP projects were funded through 1990. The CCDP works with the family as a unit and integrates services across agencies. Services provided include child health care, licensed day care, developmentally appropriate education, and vocational training for parents. This document reports the findings of the ACYF's first evaluation of the CCDP projects. Findings are discussed in terms of: (1) the CCDP project sites; (2) the families enrolled in the projects; (3) interagency coordination and special issues encountered in implementing projects; (4) the case management format of service delivery and the services provided by the projects; (5) attrition; and (6) site visits. Factors that facilitated project start-up are discussed and some early successes are reported. Two extensive appendixes include a description of management support activities and products, and profiles of the 24 CCDP programs. Each profile describes the project's area of operation and philosophy, and lists the services provided to adults and children. (BC)

ED 343 677 PS 020 383

Rose, Deborah F.; Smith, Barbara J.

Serving Children with Disabilities in Chapter 1 Programs for Children Who Are Educationally Deprived. Policy and Practice in Early Childhood Special Education Series.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- Jan 92

NOTE- 33p.; Developed by the Research Institute on Preschool Mainstreaming.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Access to Education; Case Studies; *Child Advocacy; Compliance (Legal); Definitions; *Disabilities; *Educationally Disadvantaged; Eligibility; Federal Legislation; High Risk Students; Individualized Education Programs; Intervention; *Mainstreaming; *Preschool Children; Preschool Education; Public Education; Public Policy; Special Education; Special Needs Students; Student Placement

IDENTIFIERS- *Elementary Secondary Education Act Title I; *Individuals with Disabilities Education Act

The Individuals with Disabilities Education Act (IDEA) mandates special education and related services to be delivered in the least restrictive environment to preschoolers with disabilities. The act also mandates that educators and administrators find appropriate educational placements for children who are entitled to receive a free public education. This report summarizes findings from a national survey and subsequent case studies related to federal, state, and local policies that present barriers to preschool mainstreaming. Survey and case study respondents cited policy barriers related to interpretations of policies and policy requirements. This paper focuses on Chapter 1 regulations and clarifies the process of including Chapter 1 preschool services in the least restrictive environment for children with disabilities and their families. Definitions in Chapter 1 and the IDEA statute are compared for the following terms: preschool children, educationally deprived children, children with disabilities, free public education, free appropriate public education, and desired outcomes. The intent of each statute is discussed, as are several federal clarifications regarding eligibility and service delivery. It is concluded that under certain conditions, a preschooler with a disability may be placed in a program or class that is funded by Chapter 1 for the purpose of providing the child with an integrated or mainstreamed placement. (LB)

ED 343 678 PS 020 385

Speaking of Kids: A National Survey of Children and Parents. Report of the National Opinion Research Project.

PUB DATE- 91
NOTE- 80p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Childhood Attitudes; Children; Family (Sociological Unit); *Family Attitudes; Family Characteristics; Family Income; *Family Life; Minority Groups; National Surveys; Nuclear Family; One Parent Family; *Parent Attitudes; *Parent Child Relationship; Parents; Quality of Life; Stepfamily; Urban Population

This document reports the results of a nationwide survey of more than 1,700 households conducted by the National Commission on Children. Children between the ages of 10 and 17 and their parents were interviewed concerning the quality of their family life and the nature of their relationships with each other and with institutions that affect families. Results indicated that: (1) most parents reported close relationships with their children; (2) most children reported satisfaction with their family life; (3) most parents reported considerable stress related to factors outside the family, such as economic pressures; (4) single parents and children living apart from one or both parents reported substantial stress related to the absence of a parent; (5) custodial parents reported serious economic concerns; and (6) minority families, poor families in general, and poor urban families in particular, reported more problems affecting children's well-being than did other families. Results indicated a need for increased adult guidance for adolescents experiencing peer pressure concerning high risk activities. Recommendations for strengthening families, ensuring economic security, supporting adolescents' transition to adulthood, and creating a moral climate for children are offered. Appendixes include an explanation of the survey methodology and a list of the members of the survey's technical advisory panel. (BC)

ED 343 679 PS 020 387

Kagiteibasi, Cigdem
The Early Enrichment Project in Turkey = Le projet de renforcement precoce des potentialites de l'enfant en Turquie. Notes, Comments...No. 193.
PUB DATE- Feb 91
NOTE- 58p.
LANGUAGE- English; French
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Development; Comparative Analysis; *Day Care Centers; Economically Disadvantaged; Employer Supported Day Care; Foreign Countries; *Home Programs; Longitudinal Studies; Mothers; *Outcomes of Education; *Parent Education; Personality Measures; Preschool Children; Preschool Education; Program Descriptions; Social Development
IDENTIFIERS- *Home Child Care; *Turkey

This document provides a bilingual (English and French) report on the Turkish Early Enrichment Project, a four-year longitudinal study of the impact of educational day care combined with mother training on child development. This comprehensive approach was compared with custodial day care and home care, both with and without home intervention. The study was conducted in five low-income areas of Istanbul. Six day care centers attached to factories were chosen, three providing only custodial care and three providing preschool education. The study began with a sample of 280 children, including all three- and five-year-olds in the educational centers, a similar number from the custodial centers, and a group of children who were not in day care centers. Multiple assessments measured children's cognitive, personality, and social development; family context; and day care context. It was found that test scores in intelligence and analytical ability of children whose mothers underwent training differed significantly from those of children whose mothers were not trained. Children at home and children in custodial centers benefitted the most from mother training. Children in educational day care whose mothers had been trained had the highest scores on almost every cognitive development measure. Mother training began to affect children's grades after only one year. Mother training had positive effects on the socioemotional development of the children, on mother-child interaction, and on the mothers' role and status in the family. (AC)

ED 343 680 PS 020 393

Berghammer, Gretta; And Others
Developmental Drama: The Curricular Process for Prekindergarten-Grade 6.
PUB DATE- 91
NOTE- 65p.; Published as part of the program "Aim for Excellence," Arts Education in Iowa.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Education; Communication Skills; Critical Thinking; Cultural Awareness; Curriculum Guides; *Drama; Dramatic Play; *Elementary Education; Improvisation; *Integrated Curriculum; Literacy; Pantomime; *Preschool Education; Problem Solving; Resource Materials; Role Playing; Sensory Experience; Socialization; Teacher Effectiveness
IDENTIFIERS- *Developmentally Appropriate Programs; Drama in Education; *Iowa

This curriculum guide presents a model for instruction in drama and theater education that integrates dramatic art in the elementary curriculum and addresses the developmental needs of all students. Part I outlines curriculum goals related to skills, attitudes, and understanding. These goals are to: (1) create and evaluate drama and theater through artistic collaboration in activities involving sensory awareness, movement, pantomime, story dramatization, role-playing, and improvisation; (2) relate drama elements to key instructional and developmental themes, including critical thinking, problem solving, literacy, and socialization; and (3) relate drama and theater to global and cultural contexts through active and receptive participation. Part II describes teaching activities that are organized around objectives concerning the key elements of drama. These activities provide examples of ways in which teachers can create drama activities for student exploration or for integration into the curriculum. Part III offers lesson plans for early childhood and upper elementary and middle school. Included are lesson plans for drama, literacy, mathematics, science, and social studies. Drama is integrated into each of the lessons. Appended are a glossary of terms, a drama and theater resource guide, and a list of curricular resources. (GLR)

ED 343 681 PS 020 394

Wage and Benefits Survey of Child Care Center Staff in Montgomery County.

PUB DATE- Aug 91
NOTE- 75p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Child Caregivers; *Day Care Centers; Early Childhood Education; *Educational Attainment; Employee Attitudes; *Fringe Benefits; Health Insurance; Labor Turnover; Promotion (Occupational); Questionnaires; Surveys; Tables (Data); Vacations; *Wages; *Work Environment; Work Experience
IDENTIFIERS- *Maryland (Montgomery County)

In this study of child care center wages, benefits, and working conditions, questionnaires were completed by directors and senior staff at 129 centers in Montgomery County, Maryland. Survey findings on staff education and experience indicated that 34 percent of staff had a bachelor's degree or higher. A typical staff member had 5.5 years of experience, but 30 percent of staff had been in their present job for less than a year. Findings on wages indicated that average salaries in the county were $14,997 a year for the average child care worker, $16,515 for senior staff, and $19,614 for staff with a master's degree. The annual staff turnover rate was 34 percent. Results also indicated that over 80 percent of centers provided their workers with paid holidays, vacations, sick leave, and health insurance. Over 70 percent of centers provided annual cost of living and merit salary increases and reduced-cost child care to staff. Findings concerning staff attitudes revealed that factors which helped centers retain workers were enjoyment of working with children and fellow staff members. Appendixes include a list of six references, copies of the two survey questionnaires, and a copy of the cover letter that accompanied the questionnaires. (BC)

ED 343 682 PS 020 395

Harding, Jan

A Study of Career Intentions: 1990 Intake Diploma of Teaching (Early Childhood) Students.

PUB DATE- Sep 91
NOTE- 19p.; Paper presented at the Early Childhood Convention (5th, Dunedin, New Zealand, September 8-12, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; Child Caregivers; *Child Care Occupations; Comparative Analysis; *Education Majors; Foreign Countries; Higher Education; Job Satisfaction; Kindergarten; Preschool Education; *Preschool Teachers; Status; *Student Attitudes; Student Teaching; *Teacher Education; Training; Working Hours
IDENTIFIERS- New Zealand

The career intentions of a group of students enrolled in the first year of the Diploma of Teaching (Early Childhood) at Palmerston North College of Education in New Zealand were studied. The research was prompted by a concern that most students aspired to work in kindergartens and few students were choosing to enter child care occupations. A sample of 65 students was surveyed and a response rate of 71 percent was obtained. The ethnic origin of 74 percent of the respondents was Pakeha or non-Maori New Zealander, 96 percent were female, 96 percent spoke English as their first language, 24 percent were parents whose children had attended a variety of early childhood centers, and 67 percent had previously worked in an early childhood center. Many students reported dissatisfaction with their student teaching experience, particularly at child care centers. Kindergartens were ranked with higher status than child care centers. The major disadvantages of working in child care were seen as the pay, length of work year, and hours of work. Staff-child ratios were viewed as a disadvantage in kindergartens. A total of 43 percent of respondents desired to work only in kindergartens, while 9 percent only wanted to work in child care centers and 39 percent were satisfied with either location. It is concluded that some progress has been made in the acceptance of child care as a viable work option. Contains 10 references. (LB)

ED 343 683 PS 020 396

Wright, Lin

Making and Appreciating Drama: Pretend Play Developed for the Primary Grade Child.

PUB DATE- 90
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Development; Communication Skills; Cooperation; *Creative Expression; *Dramatic Play; Elementary Education; Elementary School Curriculum; Elementary School Students; Fantasy; Group Activities; *Pretend Play; *Theater Arts; Thinking Skills

This paper examines the reasons for including drama in elementary curricula; the relationship of drama to children's developmental needs; and appropriate strategies for teaching drama to young children. Reasons for teaching drama include drama's stimulation of high-level thinking and collaborative work. Drama and improvisation also require high levels of verbal and nonverbal skills; teach children to listen carefully and use nonverbal communication; encourage concentration; and help children learn to separate fantasy from reality. Three developmental levels of dramatic performance for children from age 5 through 12 are hypothesized. These levels involve: (1) personal and exploratory pretend play, in which children observe and remember; (2) expressive drama, in which children express themselves within the classroom society; and (3) communication, in which children develop performance skills, make artistic choices, and engage an audience. Practices that help children develop dramatic skills include choosing content matter significant to the children; guiding children in their acquisition of group skills; helping children try out characters and make playwriting or storytelling decisions; encouraging children to work in pairs; and engaging children in story dramatization. Five bibliographic items are cited. (BC)

ED 343 684 PS 020 397

King, Karen

Developing Positive Parent Involvement in Indian Pre-School Programs through Appropriate Program Orientation.

PUB DATE- 92
NOTE- 57p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *American Indian Reservations; *American Indians; Child Caregivers; Cultural Awareness; Cultural Isolation; Family School Relationship; High Risk Students; Multicultural Education; Orientation; *Parent Education; Parenting Skills; *Parent Participation; *Parent Teacher Cooperation; Parent Workshops; Preschool Children; Preschool Curriculum; *Preschool Education; Volunteers
IDENTIFIERS- American Indian Students; Native Americans; *Project Head Start

The goal of this practicum was to design an effective program orientation session for teachers and parents that would enhance parent involvement in an American Indian Head Start preschool program. Objectives were that: (1) a total of 90% of families and 100% of staff would attend a program orientation session; (2) a parent involvement activity idea book would be generated during the orientation session; and (3) half the families would volunteer twice a month for participation in the classrooms. Implications for continuation and duplication of the practicum are included. Results revealed that even though the objectives were not met, the program orientation session effectively enhanced parent involvement, particularly in terms of classroom activities, policy, and decision making. Factors that contributed to the failure to attain practicum objectives are discussed. Appended are 20 references and related materials. (GLR)

ED 343 685 PS 020 398

Palmerus, Kerstin; Pramling, Ingrid
Increasing the Competence of Staff Dealing with Young Children.
PUB DATE- Sep 91
NOTE- 11p.; Paper presented at the Early Childhood Convention (5th, Dunedin, New Zealand, September 8-13, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150),Reports - Research/Technical (143)
DESCRIPTORS- Child Caregivers; Child Development; *Competency Based Teacher Education; *Day Care Centers; Foreign Countries; Individual Needs; *Inservice Teacher Education; Preschool Education; *Preschool Teachers; Staff Development; *Teacher Improvement; *Toddlers
IDENTIFIERS- Sweden (Gothenburg); Teacher Competencies

This paper reports on a study designed to increase the psychological and educational knowledge of day care staff and develop content and methods appropriate for toddlers in day care settings. Preschool teachers and nursery nurses in three day care centers participated. They were interviewed at the beginning of the study, and 19 months later at the study's end. The interviews dealt with their experience of working with toddlers, expectations for the project, knowledge of child development, work as caregivers and educators, and attitudes toward work. At the beginning of the study, subjects attended a one-week course that covered theories and knowledge about child development and information about the Swedish preschool program. Mediated Learning Experiences (MLE), an intervention program based on adult mediation between the child's experiences and the surrounding environment, was implemented. Every four weeks, interactions between children and staff were videotaped and analyzed. Results indicated that MLE, and the teaching and guidance of the staff, increased the staff's capacity to interact in a stimulating way with children. The interview indicated changes in staff attitudes about the education of toddlers. Viewings of the videotapes enabled staff members to understand their own behavior and increased their ability to individualize and to take the viewpoint of the toddler. Appended are nine references. (GLR)

ED 343 686 PS 020 400

Hathaway, Warren E.; And Others
A Study into the Effects of Light on Children of Elementary School-Age--A Case of Daylight Robbery.
PUB DATE- Feb 92
NOTE- 68p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Attendance Patterns; Child Development; Classroom Environment; *Dental Health; *Elementary School Students; Foreign Countries; Grade 4; Intermediate Grades; *Light; Lighting; Nutrition; *Physical Development; Vision
IDENTIFIERS- Alberta; Canada; Fluorescent Lighting; *Ultraviolet Light

This report describes a 2-year study of the effects of various lighting systems on elementary school students' dental health, attendance, growth and development, vision, and academic achievement. The four light types used were: (1) full spectrum fluorescent; (2) full spectrum fluorescent with ultraviolet light supplements; (3) cool white fluorescent; and (4) high pressure sodium vapor. A review of the literature reveals physiological and psychological effects of light and color. Participants were upper elementary students from five schools. Each school had one of the four lighting types; two schools had the same type. Data on students were collected before and after the study. Results indicated that over a 2-year period, students who received ultraviolet light supplements had fewer dental caries, better attendance, greater gains in height and weight, and better academic performance than did students who did not receive the supplements. Students under the high pressure sodium vapor lighting had the slowest rates of growth in height and academic achievement and the lowest attendance. It was concluded that lighting systems have important nonvisual effects on students who are exposed to them over long periods of time. Implications for facility planning are considered and recommendations regarding lighting for classrooms are offered. Appended are 44 references. (GLR)

ED 343 687 PS 020 401

Dowd, Frances Smardo
Library Latchkey Children. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *After School Programs; Foreign Countries; *Latchkey Children; Librarians; *Library Role; *Library Services; Library Surveys; National Surveys; *Public Libraries; Referral; Users (Information)
IDENTIFIERS- ERIC Digests; *Library Public Services

This digest discusses ways in which public libraries deal with latchkey children who spend their after-school hours at public libraries while their parents are at work. Research conducted in 1990 of 110 public libraries revealed that almost all libraries encountered unattended children after school hours, and that most libraries surveyed were not adversely affected by latchkey children. Nine successful or innovative programs in public libraries in the United States and Canada that address the needs of latchkey children are described. These programs often involve transportation of children from schools to the library; using retired senior volunteers; theater presentations; making available arts and crafts, games, computers and typewriters, read-along books, films, and refreshments; activities, including theater presentations, swimming, and field trips; and instruction in etiquette, survival and safety skills. Some programs offer activities designed to foster self-esteem and creativity, child care referral services for parents, and special services for children of immigrants. Recommendations for libraries include interacting with community agencies; conducting research; recruiting children as future library patrons; creating a separate area for children's use; using volunteers; and providing arts and crafts supplies. The digest is adapted from the book, "Latchkey Children in the Library and Community: Issues, Strategies, and Programs" (Oryx Press, 1991). Eight references are cited. (BC)

ED 343 688 PS 020 403

D'Agostino, Micheline
The Developing Child: Tools for Monitoring.
PUB DATE- 91
NOTE- 52p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Child Development; Cognitive Development; Foreign Countries; Intelligence Tests; Interviews; *Measurement Techniques; Questionnaires; *Standardized Tests; *Testing
IDENTIFIERS- Binois Pichot Vocabulary Test; Goodenough Draw a Man Test; Griffiths Mental Development Scales; Kohs Block Design Test; Wechsler Intelligence Scale for Children (Revised)

This document examines the use of measurement tools to evaluate children's psychological development. The first part of the document discusses the identification and quantification of developmental landmarks and the reasons for evaluation. The second part reviews several evaluation instruments. The Ruth Griffiths mental development scales are used to measure psychological development in infants and young children. The Kohs block test and Florence Goodenough draw-a-man test assess nonverbal intelligence in young children. Children's vocabulary is measured by the Binois-Pichot test. The Wechsler Intelligence Scale for Children--Revised assesses the intelligence level of school-age children. Limitations of these tests are noted. Other methods of evaluating children's development include the use of health record books, professional observation, interviews, questionnaires, and a combination of instruments. The third part of the document discusses the use of assessment results and the relationship of developmental evaluation to educational programs. Appendixes include a French health record book, an observation guideline for small children, and a description of a child development research project in Argentina. A 16-item bibliography is provided. (BC)

ED 343 689 PS 020 404

Matthews, Barbara

A Therapeutic Play Programme for Young Hospitalised Children.

PUB DATE- Sep 91
NOTE- 12p.; Paper presented at the Early Childhood Convention (5th, Dunedin, New Zealand, September 8-12, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Coping; Foreign Countries; Health Services; *Hospitalized Children; Hospitals; Intervention; Medical Services; *Mental Health; *Play Therapy; Self Concept; Special Health Problems; *Young Children
IDENTIFIERS- *New Zealand

A therapeutic play program in New Zealand aims to provide an environment that helps children cope with the stress of being in a hospital. A relatively new aspect of child health care in New Zealand, the therapeutic play program is a preventive mental health program that differs from play therapy, which is intervention for children who have an identified pathology. The therapeutic play program model transforms the potentially psychologically harmful hospital experience into a challenging experience through which the child can learn and grow. The program has the following aims: (1) to meet a child's ongoing developmental needs; (2) to help children cope with the unfamiliar hospital environment; (3) to increase children's understanding of their hospitalization and treatment; (4) to promote a sense of control, mastery, and positive self-concept; (5) to facilitate self-expression; and (6) to meet a child's need to cope with separation and deprivation. Examples of the translation of these aims into play activities are given. Contains 16 references. (LB)

ED 343 690 PS 020 406

Lawler, S. Dianne

Parent-Teacher Conferencing in Early Childhood Education. NEA Early Childhood Education Series.

PUB DATE- 91
NOTE- 106p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Check Lists; Conflict Resolution; Disabilities; Discipline Problems; Early Childhood Education; Family Characteristics; *Interpersonal Communication; Parent Attitudes; *Parent Participation; *Parent Role; *Parent Teacher Conferences; *Parent Teacher Cooperation; Teacher Attitudes; *Teacher Role

This book discusses several types of parent-teacher conferences and issues relevant to parent-teacher conferences in 10 chapters. Chapter 1 outlines a working model for successful parent-teacher conferences. Research on parent attitudes and relationships with teachers is summarized in chapter 2. Chapter 3 discusses communication topics, including listening skills, ways to respond to parents, ways to clarify messages, and body language. Chapter 4 examines the changing structure of the family. Chapters 5 through 7 describe characteristics of conferences that relate to academic performance, referrals for handicapped children, and discipline problems. Conflicts between parents and teachers are examined in chapter 8. Chapter 9 considers unsuccessful conferences and conferences without planned agendas. The final chapter promotes the development of partnerships between parents and teachers. Many of the issues raised in the 10 chapters are illustrated with vignettes. Appendixes include a conference evaluation checklist, a vignette of a conference dealing with a discipline problem, a set of role-playing activities, and a list of suggestions for facilitating conflict resolution. A 68-item bibliography and a 31-item resource list are provided. (BC)

ED 343 691 PS 020 407

Halford, Graeme S.
Working Memory and Reasoning: The Processing Loads Imposed by Analogies.
SPONS. AGENCY- Australian Research Grants Scheme.
PUB DATE- Jul 91
NOTE- 31p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioral Development (11th, Minneapolis, MN, July 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adults; Age Differences; Children; *Cognitive Development; *Cognitive Mapping; Cognitive Structures; Developmental Stages; *Encoding (Psychology); *Learning Modalities; *Memory; Metacognition; *Thinking Skills

The proposals concerning working memory outlined in this paper involve the architecture of working memory, the reasoning mechanisms that draw on it, and the ways in which working memory may develop with age. Ways of assessing task demands and children's working memory capacities are also considered. It is noted that there is long-standing evidence that much human reasoning is analogical. Recently developed models have shown that analogies can be conceptualized as a mapping from a base structure to a target structure. This paper begins with a review of the concepts of short-term and primary memory, followed by a literature review. Discussion then turns to the question of whether working memory increases or remains constant with age. It is maintained that the lack of adequate measures of working memory capacity makes it impossible to resolve the question. However, when the question is analyzed in terms of neural net architecture, the hypothesis that overall capacity remains constant but representations become more differentiated with age appears theoretically and empirically reasonable. If the hypothesis were valid, it would mean that the ability to map structures increases with age, and the development of reasoning capacity has a maturational component. Contains 35 references. (LB)

ED 343 692   PS 020 409

Starnes, Lisa
Child Care Facilities in Public Schools Benefit Students, Schools, Communities and Children.
PUB DATE- 90
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; Child Caregivers; Community Benefits; Community Support; *Day Care Centers; Dropout

Prevention; *Early Parenthood; Employer Supported Day Care; High School Graduates; *High Schools; High School Students; Internship Programs; *Parent Education; *Parenthood Education; Preschool Education; Public Health; *Public Schools; Social Services; Vocational Education; Welfare Recipients

This paper discusses public school-based child care facilities and the ways in which they benefit students, schools, communities, and children. It is argued that when there are child care centers in public high schools, teen-age parents whose children attend the facility are more likely to complete their education and less likely to become dependent on welfare. Schools benefit through lower dropout rates, improved parent education programs, vocational training for students, and increased performance from faculty who enroll their children in the facility. Communities profit from having a lower number of welfare participants; more efficient use of public health, nutrition, and social services; and more accessible high quality child care. The child care profession gains trained professionals, and all the children involved benefit from a high quality preschool education. Concerns relating to the continuity of child caregivers; community support; and planning, supervision, and coordination of resources are addressed. A list of 26 references is appended. (Author/GLR)

ED 343 693 PS 020 410

Honig, Alice S.; Wittmer, Donna S.
Helping Children Become More Prosocial: Tips for Teachers.

PUB DATE- Nov 91
NOTE- 25p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Denver, CO, November 7-9, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Assertiveness; Bibliotherapy; *Child Caregivers; Conflict Resolution; Cooperation; *Curriculum Enrichment; Day Care Centers; Discipline; Empathy; Group Activities; Interpersonal Competence; Modeling (Psychology); *Peer Relationship; Preschool Education; *Prosocial Behavior; Role Playing; *Teaching Methods; Young Children
IDENTIFIERS- Developmentally Appropriate Programs; Relaxation

This paper provides teachers with 35 techniques for promoting preschool children's prosocial development. Research findings that support many of the techniques are cited. Some of the techniques refer to caregivers' personal interactions with individual children or groups, while others target broader systems and require involvement of families, schools, and communities. The techniques include: modeling prosocial behaviors; using positive discipline strategies; providing alternatives to aggressive behavior; helping children become assertive; arranging regular viewing of prosocial media and videogames; using Socratic questioning methods; teaching cooperative games and conflict-resolution games; providing relaxation and focused imagination activities; pairing isolated children with sociable children; using children's literature to enhance empathy and caring; giving children responsibility in the classroom; facilitating cooperation rather than competition in school learning plans; arranging classroom spaces and play materials to facilitate cooperative play; developing projects that involve altruism; emphasizing to families that prosocial interactions are an integral curriculum component and a goal of the child care facility; and becoming familiar with structured curriculum packages designed to promote prosocial development. Appended are 88 references. (GLR)

ED 343 694 PS 020 411

Lascarides, V. Celia
United States Contributions to Children's Rights: An Overview of the 20th Century.
PUB DATE- 7 Nov 91
NOTE- 9p.; Paper presented at the Meeting of the OMEP/U.S. National Committee (Denver, CO, November 7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Health; *Childrens Rights; *Child Welfare; *Civil Rights Legislation; *Educational Legislation; Elementary Secondary Education; *Federal Legislation; *Government Role; Preschool Education; Public Schools; School Desegregation
IDENTIFIERS- Child Protection; Education for All Handicapped Children Act; National School Lunch Act 1946; Project Head Start; Supreme Court; *United States; White House Conference on Children; White House Conference on Youth

This paper reviews the contributions of the United States to the promotion of children's rights. In the 19th century, the United States created public schools to supplement family education. Societies to protect children were also established. Early in the 20th century, the government began a series of White House Conferences on Children and Youth, which resulted in the creation of the Children's Bureau in 1912 and the promulgation of the Children's Charter in 1930. In the 1930s, the Emergency Nursery Schools program and the Social Security Act improved the lives of children. After World War II, a series of Supreme Court decisions reversed the practice of "separate but equal" racial facilities and implemented school racial integration and busing. Since World War II, legislation concerning children has included: (1) the National School Lunch Act; (2) the Maternal, Child Health and Mental Retardation Act; (3) Project Head Start; (4) laws to strengthen education for educationally deprived children in low-income areas; (5) the Bilingual Education Act; (6) the Child Abuse Prevention and Treatment Act; and (7) the Education for the Handicapped Act. Nine references are cited. An appendix includes a copy of the Children's Charter. (BC)

ED 343 695 PS 020 412

Diblasio, C. M.; And Others
Parent, Infant, and Contextual Predictors of Six Month Temperament Ratings and Impressions.
PUB DATE- Aug 91
NOTE- 15p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Anxiety; Child Rearing; Infant Behavior; *Infants; *Mothers; *Neonates; Parent Attitudes; *Parent Child Relationship; *Personality; *Predictor Variables; Self Efficacy; Social Support Groups

This study investigated the contributions of parent, infant, and contextual variables to the prediction of maternal ratings of infant temperament. Between the time when they gave birth and six months after the birth, 104 mothers completed measures of parenting attitudes, maternal anxiety and depression, family social support, demographic information, maternal self-efficacy, and infant crying and fussiness. Maternal ratings and impressions of infant temperament were assessed at six months after birth. The ratings concerned specific infant behaviors, while the impressions concerned the mother's perceptions of her infant compared to other infants of the same age. Results indicated that maternal reports of support and anxiety at birth, self-efficacy at four months, and infant fussiness at two months correlated with maternal ratings of infant temperament at six months. Variables that correlated with maternal impressions of infant temperamental difficulty at six months included maternal age; maternal support, depression, and self-efficacy at four months; and maternal anxiety at birth. Regression analyses revealed a different set of predictor variables for maternal ratings and impressions of infant temperament at six months. Seven references are cited. (Author/BC)

ED 343 696 PS 020 413

Landers, Cassie, Ed.; Leonard, Ann, Ed.
Women, Work and the Need for Child Care. Opportunities for Programmatic Collaboration: A Review of UNICEF-Supported Programmes in Nepal, Ecuador, and Ethiopia. Staff Working Papers, Number 10.
PUB DATE- Feb 92
NOTE- 86p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Development; *Day Care; *Developing Nations; *Employed Parents; Family Day Care; Feminism; *Mothers; Parent Child Relationship; *Program Descriptions; Program Implementation
IDENTIFIERS- *Child Care Needs; Ecuador; Ethiopia; Nepal

This document examines programs in Nepal, Ecuador, and Ethiopia that address the many needs of working women in regard to providing high quality care for their children. The description of each program includes: (1) an account of the identification of the child care need; (2) program planning and implementation; (3) training of staff; (4) effects on women, children, and the community; and (5) implications for the future. Program Entry Point, which was developed by UNICEF and a ministry of the Nepalese government, includes a home-based program in which mothers look after children of 1 to 3 years on a rotating basis. Approximately 82 child care centers serve some 1,900 children scattered through Nepal's 75 districts. The activities include parent education and a program in which older children look after younger children. The components of the Project of Basic Services of Guayaquil, Ecuador include the Preschool Child Care Program and the Women's Promotion Program, which assists women through the provision of information, training, expansion of the women's productive roles, and relief of domestic burdens. Programs sponsored by the Melka Oba and Yetnora farmers' cooperatives in Ethiopia provide child care and other services to local women. A list of 36 references is included. (BC)

George, Carol; Solomon, Judith
Intergenerational Transmission of the Family System: Children's Representations of the Family in Doll Play.
SPONS. AGENCY- Mills Coll., Oakland, Calif.
PUB DATE- Apr 91
NOTE- 13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Attachment Behavior; *Family (Sociological Unit); Kindergarten; *Kindergarten Children; *Mothers; *Parent Child Relationship; Primary Education; Psychotherapy; Rejection (Psychology); *Spouses
IDENTIFIERS- *Doll Play Technique; *Intergenerational Transmission

A total of 14 kindergarten children participated in a story completion task in which they used doll play to enact a series of stories about family events. The children's mothers completed the Adult Attachment Interview, which measures adults' perceptions of their childhood family relationships. Doll play and interviews were rated for rejection and supportive partnership. The analysis first focused on intergenerational continuity. No correlation was found between children's representations of family interaction in doll play and their mothers' memories of family interaction. However, when mothers were divided into groups of those who had and had not received therapy, correlations were found for mothers in the nontherapy group and their children. The second analysis considered differentiation of relationships. Results indicated that children and mothers failed to differentiate between the quality of parent-child and spousal relationships. Results also indicated that, in general, children of mothers who had received therapy displayed in their doll play relationships more supportive relationships than those their mothers reported having in their childhoods. This was true for parent-child and spousal relationships, and for children who were classified as secure, avoidant, and ambivalent in attachment. (BC)

ED 343 698 PS 020 419

Ahmad, Mahassen
Texas Nutrition Education and Training Program for Federal Fiscal Year 1991. Final Evaluation Report.
PUB DATE- 91
NOTE- 144p.; For earlier evaluation reports, see ED 285 897 and ED 328 352.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Child Caregivers; Coordination; Food Service; Instructional Materials; *Library Services; *Nutrition Instruction; *Outreach Programs; Parent Education; Program Evaluation; *Resource Materials; State Programs; Teacher Education; *Workshops
IDENTIFIERS- Recipes (Food); *Texas

The U.S. Department of Agriculture's Nutrition Education and Training Program (NET) provides nutrition information and instructional resources for children, parents, educators, and food service personnel. This document describes the evaluation methods of the NET Program in Texas in fiscal year 1991, reports evaluation results, and offers recommendations. Section I provides an executive summary of the evaluation activities. Section II describes the NET Program's outreach activities, including nutrition workshops, a lending library, distribution of instructional materials, and public presentations. Section III discusses the coordination of library services between the NET Program and the Texas School Food Service Association. In section IV, results of the evaluation of the NET Program's Nutrition and Life Sciences workshop are presented. Section V reports on the development of a series of ethnic recipes and a 3-week menu to be used in day care centers and home day care facilities. Section VI reports on the general evaluation of the NET Program. Appendices include the evaluation instruments used in the NET Program, the Nutrition and Life Sciences workshop, and evaluation instruments used in the ethnic recipes and menu project. (BC)

ED 343 699 PS 020 423

Dimidjian, Victoria Jean, Ed.
Play's Place in Public Education for Young Children. NEA Early Childhood Education Series.
PUB DATE- 92
NOTE- 162p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Arithmetic; Check Lists; *Child Development; *Curriculum Development; *Early Childhood Education; Educational Research; Elementary School Curriculum; *Experiential Learning; Literacy Education; Multicultural Education; *Play; Public Education; Research and Development; Student Adjustment; Teacher Education; *Theory Practice Relationship; Young Children
IDENTIFIERS- Developmentally Appropriate Programs; *Play Learning

The first part of this two-part book on play in public education, contains chapters authored by 23 educators, most of whom had been colleagues or students of Professor Margaret B. McFarland to whose memory the book is dedicated, addresses the need to integrate child development research with classroom practice in order to provide developmentally appropriate play and learning opportunities. Topics addressed in this section include: the importance of play in child development; the role of children's play for three age groups; and the role of play in a second grade classroom. The second section examines the early childhood curriculum and the use of play as a vehicle of children's learning. Chapters in this section address: (1) the efficacy of activity-based learning in mathematics, multicultural education, and literature; (2) a checklist procedure for determining the capacity of students in a primary class to use play in the learning process; (3) intervention techniques that help young children adjust to school; (4) a play intervention case study; and (5) the broad implications of play in public education and in early childhood teacher education programs. Most chapters in the book contain a list of references relevant to the topic discussed. A 16- item bibliography of resources relating to play in public education is provided, and a brief description of the professional affiliations of the contributors is appended. (BC)

ED 343 700 PS 020 424

Palanki, Ameetha; And Others

Mapping the Policy Landscape: What Federal and State Governments Are Doing To Promote Family-School-Community Partnerships.

SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 92
NOTE- 82p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Programs; *Cooperative Programs; Early Childhood Education; *Early Intervention; Evaluation Criteria; *Family Programs; Federal Programs; Infants; *Public Policy; *School Choice; School Community Relationship; *School Restructuring; State Programs; Toddlers
IDENTIFIERS- America 2000; *Education Consolidation Improvement Act Chapter 1; Partnerships in Education; Policy Analysis

Drawing from a broad-based review of relevant research and literature, this report outlines selected national, state, and local policy developments in 1991-92 related to the collaboration among family, school, and community. Specifically, the report examines policies related to interventions for infants and toddlers; family support; coordination of health and human services with education; parent choice of schools; school restructuring; and Chapter 1. The report also develops an evaluative framework which looks at policy developments in terms of seven criteria: flexibility, intensity, continuity, universality, participation, coordination, and comprehensiveness. It is concluded that many states have taken major initiatives in the 6 policy areas, but the activity across states is uneven. A total of 30 states report some specific policy action on family support, parent action, or coordination of health, education, and other human services. Efforts to coordinate Head Start with other education, health, and social services are underway at the federal level. The U.S. Department of Education has increased its advocacy of the new flexibility in Chapter 1, but state and local responses remain disappointing. There is increased interest in linking parent education and literacy with early childhood programs. Participation by families in policymaking has been broadened to include school level governance, program planning and evaluation, and state level councils for the coordination of services. (AC)

ED 343 701 PS 020 425

Davies, Don; And Others
A Portrait of Schools Reaching Out: Report of a Survey of Practices and Policies of Family-Community-School Collaboration. Report No. 1.
SPONS. AGENCY- Department of Health and Human Services, Rockville, Md. Project Share.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 92
NOTE- 182p.; Type, throughout document, contains "filled" letters.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cooperation; Educational Policy; *Elementary Schools; Elementary Secondary Education; *Family School Relationship; National Surveys; *Outreach Programs; Questionnaires; *School Activities; *School Community Relationship; *Secondary Schools
IDENTIFIERS- League of Schools Reaching Out

The League of Schools Reaching Out is a national project designed to study ways in which a family-community-school collaboration can contribute to school reform. This document reports the results of a 1991 survey of 42 schools belonging to the league. Results concerning strategies and practices of collaboration indicate that: (1) the level of activities that reach out to the community is high; (2) many schools are redefining their service role; (3) traditional strategies, such as parent-teacher conferences, remain the predominant and most effective strategies; (4) schools are exploring new strategies; (5) school improvement councils and parent associations are found in 80 percent of the schools; (6) schools rely on school district funds to support family and community programs; and (7) few schools have comprehensive programs that address all family and community needs. Results related to the impact of school policy on school practices indicate that school programs are affected by policies. However, the effect of policy is obscure to many at the school level. Results also indicate that few principals employ Chapter 1 funds to support parent involvement activities. The policies and practices of five schools in Boston, Cleveland, Miami, San Diego, and the District of Columbia are profiled. A 45-item reference list is provided. Appendixes include copies of the three survey instruments. (BC)

ED 343 702 PS 020 426

Kisker, Ellen Eliason; And Others
A Profile of Child Care Settings: Early Education and Care in 1990.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- 91
NOTE- 418p.; Includes Executive Summary, Volume I (Report) and Volume II (Appendixes).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Admission Criteria; *Day Care; *Early Childhood Education; Educational Quality; *Educational Supply; *Educational Trends; Enrollment; *Family Day Care; *Fees; Low Income Groups; National Surveys; Sampling
IDENTIFIERS- Caregiver Child Ratio; Caregiver Qualifications; *Program Characteristics; Program Objectives

This volume combines an executive summary, a report, and appendixes, all of which comprise the findings of the Profile of Child Care Settings Study. The study collected information on the supply of formal early education and care programs by means of telephone interviews with a national sample of center directors and home-based providers of early education and child care. The procedure for selecting the sample is outlined. Data are reported for numerous characteristics of early education and care programs. Characteristics relevant to the supply of programs include the use of programs; the organizational characteristics of programs; admission policies; enrollment; staffing; program goals; and the nature of programs serving children from low-income families. Characteristics of programs include quality indicators; group size and child-staff ratio; caregiver qualifications; and program sponsorship. Discussion of fees charged by programs indicates that fees are related to various program characteristics. Trends in center- and home-based early education and care are also discussed. These trends involve enrollment, staff characteristics, services provided, and fees. A list of 40 references is provided. Appendixes include supplemental tables of data; a summary of national studies of early education and care programs; an explanation of the sample design, frame, weights, and sampling errors; the contextual variables of the sample; two copies of the survey instrument (one for center-based and one for home-based programs); and a 140-item questionnaire. (BC)

ED 343 703 PS 020 429

Colorado Sample Outcomes and Proficiencies for Elementary, Middle and High School Education.

PUB DATE- Dec 91
NOTE- 363p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; *Curriculum Development; Dance Education; *Educational Objectives; *Educational Planning; Elementary Secondary Education; Health Education; Language Arts; Mathematics; Music; Physical Education; Science Education; Second Language Learning; Social Studies; *Student Evaluation; Theater Arts; Visual Arts; Vocational Education
IDENTIFIERS- *Colorado

This document contains materials describing outcomes and proficiencies for grades 4, 8, and 12. The materials are to be used by Colorado school districts in developing a standards- and outcomes-based approach to curriculum, instruction, and assessment. The outcomes and proficiencies considered bridge traditional departmentalized curriculum and the emerging interdisciplinary curriculum. Outcomes and proficiencies are based on assumptions about the value of: (1) an emphasis on both content and process; (2) an appreciation of diversity in a democratic society; (3) students' unique backgrounds; and (4) student learning about people of many racial, ethnic, and cultural groups. Materials address the educational content areas of dance; education technology; English and language arts; health education; mathematics; music; physical education; science; second language instruction; social studies; theater; visual art; and vocational education. Materials for each content area relate learner outcomes, content standards, and assessment of student learning to the categories of: (1) aesthetic development; (2) career development; (3) communication; (4) human relations and responsibility; (5) multicultural understanding; (6) physical and emotional health; (7) reasoning and problem solving; and (8) scientific and technological development. Evaluation standards and levels of proficiency for the categories remain to be developed. (BC)

ED 343 704 PS 020 431

Home-Based Family-Centered Services: A Response to the Child Welfare Crisis. Occasional Paper No. 1.

PUB DATE- 91
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Welfare; Day Care; *Family Problems; *Family Programs; *Home Programs; *Program Costs; *Social Services

IDENTIFIERS- *Indiana

This paper proposes the use of home-based, family-centered services that are designed to encourage the healthy development of children in their families. Such services would constitute part of a comprehensive approach to the child welfare problem in Indiana. The goals of family-centered services are to: (1) preserve the integrity of the family; (2) link children and families with community agencies; and (3) strengthen families' coping skills. The impact, in human terms, of lack of family services is illustrated by a case scenario. The problems encountered by the family in this scenario could have been prevented by a family-centered service plan that included income assistance, child care, transportation, parent education, and social support. In financial terms, home-based, family-centered services would cost less than foster care and institutional placement. Several Indiana communities have recently implemented home-based, family-centered programs. Two such programs are Families United, which provides services to families in six rural counties; and the Family Life and Education Program, an urban home-based service model serving families in eight central Indiana counties. Appendixes include flyers describing the child welfare cost crisis and the Indiana child and family support campaign. (BC)

ED 343 705   PS 020 437

Cornia, Giovanni Andrea, Ed.; Sipos, Sandor, Ed.
Children and the Transition to the Market Economy: Safety Nets and Social Policies in Central and Eastern Europe.
PUB DATE- 91
NOTE- 269p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Children; *Child Welfare; *Economic Change; Economic Development; *Free Enterprise System; Policy Formation
IDENTIFIERS- Bulgaria; Czechoslovakia; *Europe (Central); *Europe (East); Hungary; Poland; Policy Implications; Social Policy; Sweden; United States; West Germany

Organized in two parts, this book explores methods for incorporating concern for human needs into economic policies in eastern and central European countries that are making the transition to a market economy. Part I of the book considers economic reform, social policy, and child welfare in central and eastern Europe as a whole. Topics include: (1) child welfare, and social policy trends and alternatives, before and after the economic reform; (2) the efficiency, cost, and underlying philosophy of the models of social policy in the United States, Germany, and Sweden; and (3) the components and implementation of economic reforms and the consequences of these reforms for child and human welfare. Part II of the book profiles four case studies of efforts to reform social policies for children in central and eastern Europe. These studies include analyses of reforms in Hungary and Poland that have been underway for some time, and reforms in Bulgaria and Czechoslovakia that were introduced in 1991. A reference list of more than 200 items, an author index, and a subject index are provided. (BC)

ED 343 706 PS 020 439

Jordanian Children in the Eye of the Storm.
PUB DATE- Feb 91
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - General (140)
DESCRIPTORS- Access to Education; *Children; Developing Nations; Economically Disadvantaged; *Economic Impact; Foreign Countries; *Health Conditions; International Relations; *Poverty; Quality of Life; Social Problems; *War; World Problems
IDENTIFIERS- *Gulf War; *Jordan

The Gulf Crisis that erupted in August, 1990 brought Jordan widespread economic devastation, increased poverty, the threat of hunger, health setbacks, and other hardships. Just as the country's economy was beginning to pull out of a lingering recession, Jordan was struck by the economic embargo against Iraq, the influx of over a million evacuees or repatriates, and the war itself. The results were economic collapse and massive human displacement. Some 50,000 jobs of family members working in Kuwait and Iraq were lost, relegating nearly one in three Jordanians to life near or below the poverty line. Results of a rapid assessment study conducted by the United Nation's Children's Fund (UNICEF) in late 1990 confirmed the devastating impact of the war on the nation's poor in the areas of nutrition, health care, education, and the long-term effects of hunger, illness, and interrupted education. Malnutrition and ill health threaten over 250,000 children under the age of 12. The health system is under pressure from increased demand, bottlenecks in importing medicine, the rising cost of health care, declining hygiene, and increasing ignorance about health. Even though many poor children cannot afford the costs of attending school, the education system is under pressure from immigrants and students who can no longer afford private education. Jordan urgently needs international assistance in expanding job opportunities for the poor, assuring affordable food prices, maintaining minimum nutrition standards, protecting access to health services, and stemming a possible deterioration in educational quality. (AC)

ED 343 707 PS 020 440

Statements by Heads of State or Government at the World Summit for Children (New York, New York, September 29-30, 1990).

PUB DATE- Dec 90
NOTE- 128p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Development; *Child Health; *Child Welfare; Developing Nations; *Global Approach; *International Cooperation; Mortality Rate; Nutrition
IDENTIFIERS- Child Protection; Child Survival; *Heads of State; *World Summit for Children 1990

This book contains the statements made by heads of state or government, the Secretary-General of the United Nations, and the executive director of UNICEF during proceedings at the World Summit for Children in New York in September, 1990. Among the 159 delegations participating, 71 were led by heads of state or government. Deliberations focused on the survival, protection, and development of children, and the implementation of the recommendations of the summit. The sections of the book are arranged according to these four main topics. Each section includes statements, introductory remarks, and commentaries by heads of state or government relevant to the topic of the section. The draft Declaration on the Survival, Protection and Development of Children is included. This declaration was read to the summit participants by six children. Appended materials include the report by the prime minister of Canada, who was co-president of the summit; a statement by the president of the United Nations General Assembly; and an index of participating countries. (BC)

ED 343 708 PS 020 441

Children and Development in the 1990s: A UNICEF Sourcebook on the Occasion of the World Summit for Children (New York, New York, September 20-30, 1990).

PUB DATE- Sep 90

NOTE- 235p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Acquired Immune Deficiency Syndrome; Adult Literacy; Anemia; Breastfeeding; *Child Development; *Child Health; *Childrens Rights; *Child Welfare; Developing Nations; Early Childhood Education; *Global Approach; Immunization Programs; Infant Mortality; Nutrition; Objectives; Sanitation; Tables (Data); Water Quality

IDENTIFIERS- Childhood Illnesses; Diarrhea; Iodine; Maternal Health; Maternal Mortality; Vitamin A; *World Summit for Children

This eight-part sourcebook provides background information, data, and references relating to child welfare issues throughout the world. The book is organized around a set of goals for children in the 1990s. An introductory section provides an overview of these goals and strategies for achieving them, and discusses infant and child mortality, population growth, and strategies for helping children survive. Goals that relate to maternal and child health, discussed in part 2, concern primary health care, maternal mortality, immunization, diarrheal diseases, respiratory infections, the spacing of childbirths, and AIDS. Nutritional goals, the subject of part 3, involve the reduction of malnutrition, low birth weight, and iron deficiency anemia; the elimination of iodine and vitamin A deficiencies; and an increase in breastfeeding. Issues relating to water purity and sanitation, especially Guinea worm disease, are considered in part 4. A discussion of basic education in part 5 highlights goals for child development of young children, primary education, adult literacy, and informal education. Special problems considered in parts 6 and 7, include those relating to children in areas of armed conflict, working children, street children, female children, and urban children. The final section estimates the costs of achieving the goals for children by the year 2000; proposes debt relief for developing countries; and suggests peace dividend benefits. (BC)

ED 343 709 PS 020 442

National Children's Day: Honoring Our Promises to America's Youth. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundred Second Congress, First Session (September 30, 1991).
PUB DATE- 92
NOTE- 123p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adolescents; *Dropout Prevention; Hearings; *High Risk Students; High School Students; Rural Youth; Urban Youth; Youth Clubs; *Youth Leaders; *Youth Problems; *Youth Programs
IDENTIFIERS- *Congress 102nd

On September 30, 1991, the House Select Committee on Children, Youth, and Families convened to celebrate National Children's Day and hear the testimony of youth ambassadors, teachers, and congressional representatives. This record of the congressional hearing includes the spoken and prepared statements of Representatives Patricia Schroeder, Joseph Kennedy II, Barbara-Rose Collins, and Diana Ross, the national spokesperson for the National Children's Day Foundation. A statement by representatives of the Academy for Educational Development offers an overview of the crisis facing America's youth, puts forth an argument for emphasizing youth development, and describes four programs that are successfully meeting the needs of young people. The bulk of the hearing report consists of the spoken and prepared statements of youth ambassadors from 36 states. The statements typically describe the personal impact of particular youth programs on the lives of the youth

ambassadors, and underscore the value of these programs to young people in general. The testimony describes programs for at-risk youth, individuals in the foster care system, and minority students, and programs that focus on academic excellence, leadership development, substance abuse prevention, community service, citizenship education, and other aspects of youth development. Comments by members of the committee are also included. (AC)

ED 343 710 PS 020 443

Report on the Activities for the Year 1991 of the Select Committee on Children, Youth, and Families. House of Representatives, 102d Congress, First Session.
PUB DATE- 92
NOTE- 113p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Child Abuse; *Child Health; *Child Welfare; Drinking; Employed Parents; *Family Problems; *Family Programs; Fathers; *Federal Legislation; Hearing Impairments; Hearings; Mental Health Programs; Noise (Sound); Police; Safety; Taxes

The House of Representatives Select Committee on Children, Youth, and Families was created to provide an ongoing assessment of the conditions of American children and families and to make policy recommendations to Congress and the public. This report on the committee's 1991 activities includes summaries of 11 hearings, a list of witnesses and people who submitted testimony, highlights of legislation affecting children and families, and factsheets. The hearings focused on the following concerns: (1) reclaiming the tax code for American families; (2) generating innovative strategies for healthy infants and children; (3) community-based mental health services for children; (4) police stress and family well-being; (5) creation of a family-friendly workplace for fathers; (6) ways to help teenagers stay safe; (7) effects of noise on hearing loss in children and youth; (8) child abuse treatment and prevention in the 1990s; (9) National Children's Day; (10) comments of the Surgeon General on the prevention of underage drinking; and (11) automotive safety for American families. Most of the hearing summaries are followed by statistical factsheets, and minority position factsheets on health strategies for infants and children, police stress, and working fathers are provided. (AC)

ED 343 711 PS 020 446

Gajraj, Suren; Schoemann, Klaus
Primary Education: The Excluded. Statistical Issues.
PUB DATE- Mar 91
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Children; *Developing Nations; *Educationally Disadvantaged; *Elementary Education; Elementary School Students; *Enrollment Projections; *Enrollment Trends; Equal Education; Illiteracy; School Entrance Age; Tables (Data); World Problems

Worldwide enrollment in primary education has grown from 332 million in 1960 to 593 million in 1988. Despite this increase, a sizable proportion of primary school-age children in developing countries are not enrolled in school. In Sub-Saharan Africa, 56 million students are enrolled in primary education, but 38 million (49%) of the region's primary-school age children are not. Other figures for primary-age children are: 48 million enrolled and 8 million (18%) not enrolled in Latin America and the Caribbean; 22 million enrolled and 4 million (19%) not enrolled in Eastern Asia and Oceania; 115 million enrolled and 52 million (39%) not enrolled in Southern Asia; and 23 million enrolled and 9 million (30%) not enrolled in the Arab States. Primary school enrollments in developing regions include large proportions of children who began school late or repeated grades, and hence are older than the official primary school age. Considerable efforts to provide universal primary education need to be made to maintain or reduce the number of out-of-school children by the year 2000, particularly in Sub-Saharan Africa, the Arab States, and Southern Asia. Failure to eradicate illiteracy could have an important impact on demographic and socioeconomic trends. This report includes tables and graphs showing numbers of children enrolled in primary education and out of school in 1988 by region and by country. Also shown are enrollment projections for the year 2000 that are based on stable conditions and 5% and 10% reductions in the proportion of out-of-school children. (AC)

ED 343 712 PS 020 454

Powers, Stephen; And Others
Design and Evaluation of an Alcohol and Other Drug Abuse Prevention Program for High Risk Families with Preschool Children.
PUB DATE- Mar 92
NOTE- 6p.; Paper presented at the Meeting of the Hawaii Association for the Education of Young Children (Oahu, HI, March 6-7, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Agency Cooperation; Alcohol Abuse; Drug Abuse; *Early Intervention; Ethnography; *Evaluation Methods; Evaluation Problems; *Family Programs; Formative Evaluation; *Parent Education; Participant Observation; *Preschool Children; Preschool Education; Prevention; Program Evaluation; *Substance Abuse
IDENTIFIERS- *Pasos Adelante AZ

In fall, 1991, La Frontera Center, the Tucson Council for Alcohol and Drug Dependence, and the Community Organization for Drug Abuse Control were funded to carry out an educational program to reduce alcohol and other drug abuse in the Tucson, Arizona area. The resulting project, Pasos Adelante (Steps Forward), is an early intervention demonstration project for 3- to 5-year-olds whose parents have a history of addiction to alcohol and other drugs. The program consists of 12 weeks of center-based activities for parents and children and home visits by a prevention specialist. Through combined skills development and cognitive and affective learning, the project aims to decrease developmental and chronological age gaps in the children; to improve their motor, language, social, and communication skills and coping strategies; and to increase parent effectiveness. To address the limitations found in the evaluations of other substance abuse prevention programs, the first-year evaluation of the Pasos Adelante project will include both statistical and ethnographic components. Child-related outcomes will be measured using the Denver Developmental Screening Test and a locally developed child rating scale. A questionnaire and the Family Environment Scale will be used to measure parenting skills and family environment. The ethnographic study will focus on the process of program implementation. Two ethnographic assistants, directed by the project anthropologist, will observe participants in order to document the implementation of the early childhood education and parent education components. (AC)

ED 343 713 PS 020 457

Siu, Sau-Fong

Toward an Understanding of Chinese-American Educational Achievement: A Literature Review. Report No. 2.

SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 92
NOTE- 49p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Historical Materials (060)
DESCRIPTORS- *Academic Achievement; Adjustment (to Environment); *Chinese Americans; Cultural Background; *Cultural Influences; Educational Attitudes; Elementary Secondary Education; *Family Influence; Folk Culture; *High Achievement; Literature Reviews; Minority Group Children; Parent Attitudes; Parent Student Relationship; *Public Education; Socialization; Social Values; Teacher Student Relationship
IDENTIFIERS- Confucius; Historical Background; Immigration; Immigration Legislation

This literature review addresses the relatively recent perception of Chinese-Americans as superachievers by examining empirical research studies, statistical data, historical accounts, fiction, biographies, autobiographies, and newspaper stories. It is argued that only with a historical perspective can the myths be sorted from the realities about Chinese-American educational achievement. In an effort to look at structural factors that may constrain or extend options for individual families, the review discusses events and traditions in the homeland that illuminate the roots of cultural values and practices that are conducive to school success. Also discussed are the interactions of the Chinese community in the United States with mainstream American society. It is contended that these interactions have shaped Chinese-American families' values and practices and the ways in which Chinese-American families define social reality for their offspring. A discussion of the history of Chinese-Americans is divided into four periods: (1) the pre-exclusion era; (2) the exclusion era, 1882-1943; (3) the period from the repeal of the exclusion law in 1943 to the Immigration and Nationality Act Amendments of 1965; and (4) the post-1965 era. For each period, discussion concerns immigration policy, American society's treatment of the Chinese, and the Chinese community's adaptation and coping. The review concludes with a consideration of implications for teachers, policymakers, and individuals concerned with education. Appended is a bibliography of 126 references. (GLR)

ED 343 714 PS 020 458

Young, Kathryn T.; Marx, Elisabeth

What Does Learning Mean for Infants and Toddlers? The Contributions of the Child, the Family, and the Community. Report No. 3.

SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Mar 92

NOTE- 51p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Academic Achievement; *At Risk Persons; Child Development; Child Welfare; Community Involvement; Community Programs; *Community Role; *Early Intervention; Family Role; Health Needs; *Infants; Interpersonal Competence; Parent Education; *Parent Role; Preschool Education; Program Descriptions; Socialization; *Toddlers

IDENTIFIERS- Developmentally Appropriate Programs

This paper discusses ways in which communities can enhance a family's ability to foster learning in the first 3 years of their child's life so that the child will be academically, emotionally, and socially competent in the transition to preschool and school. The paper focuses on model community-based programs that serve high risk families with infants and toddlers. The first section offers a selective review of the literature on development. Emphasized are five areas of investigation that are central to the idea of learning and development in the first 3 years of life: (1) cognitive competence and continuity; (2) the role of nurturing and sensitive adults; (3) cultural beliefs about early development; (4) physical development and health; and (5) the influence of communities on individual outcomes. The second section reviews programmatic and community responses to the needs of families with young children. Knowledge about the efficacy of model programs and policies that serve young children and their families is evaluated. The review spans five areas: cognitive and educational intervention, family support and education, health, comprehensive support programs for families, and family policy. Included is a list of questions that grew out of the review that point to potentially useful lines of inquiry in research and policy. Appended are 72 references. (GLR)

ED 343 715 PS 020 459

Epstein, Joyce L.
School and Family Partnerships. Report No. 6.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 92
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Child Development; Community Influence; *Educational Environment; Elementary Secondary Education; *Family Environment; *Family Involvement; *Family School Relationship; *Parent Participation; Parent Responsibility; Preschool Education; School Responsibility; Student Motivation
IDENTIFIERS- *Partnerships in Education

The theoretical perspectives of school and family partnerships discussed in this report are based on the influences of families and schools on children's learning and development. A review of research deals with three topics: (1) the importance of family environments and involvement; (2) the influence of school environments on family involvement; and (3) the effect of school-family partnerships on students, parents, and teachers. It is emphasized that effective practices of partnership are developmental and responsive to the common and different needs of families. Discussion of types of involvement that help families and schools fulfill their responsibilities for children's learning and development focuses on basic obligations of families and schools; parent involvement in schools and in home learning activities; and parent and community involvement in decision making, governance, and advocacy. Also examined is involvement that adds the community as a sphere of influence. Included in the discussion are implications for future research, practice, and evaluation that relate to teacher and administrator education and training, policy development, and new ways of thinking about shared responsibilities for children. Appended are 115 references. (GLR)

ED 343 716 PS 020 460

Dolan, Lawrence J.
Project Self Help: A First-Year Evaluation of a Family Literacy Program. Report No. 8.

SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 92
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Adult Basic Education; Adult Education; Community Role; *Economically Disadvantaged; Educational Environment; Elementary Education; Elementary School Students; Family Environment; Parents; *Parent Student Relationship; Program Evaluation; Reading Ability; *Reading Difficulties; Summer Programs; *Urban Areas
IDENTIFIERS- *Family Literacy; *SELF HELP Program MD

This report describes the first year evaluation of the implementation and effects of the Project SELF HELP, a family literacy program located in two urban elementary schools and run by a community organization. The program was available to 15 adults from each site who had lower than a fifth grade reading level and whose children were experiencing academic difficulty in school. Parents were given counseling and instruction in parenting skills, life skills, and other basic skills. Each parent regularly participated in school activities. Older children participated in an after-school tutorial program, while younger children received day care services. Opportunities for joint adult-child interactions were regularly provided. Preliminary findings indicated that elementary students benefitted from summer reading activities. According to results from two measures, parents' literacy improved. Parents also had high scores on the home environment index. Teachers rated students as significantly improved in social behavior, attention, and control of disruptive behaviors. These findings should be interpreted cautiously because of the limited sample size and the fact that this was the first year of the program. Implications for future studies are discussed, and four references are appended. (GLR)

ED 343 717 PS 020 462

Hymel, Shelley; Woody, Erik

Friends Versus Nonfriends: Perceptions of Similarity across Self, Teachers, and Peers.

SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- Apr 91
NOTE- 17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Elementary School Students; Elementary School Teachers; Foreign Countries; *Friendship; Intermediate Grades; *Interpersonal Attraction; *Peer Relationship; *Social Bias; Social Cognition; *Teacher Student Relationship
IDENTIFIERS- Canada; Ontario; Same Sex Peers; *Similarities; Similarity Attraction Hypothesis

This study examined bias in children's perceptions of the similarities between themselves and others. Participants included 346 fourth and fifth graders, and their teachers, from 5 schools. Students rated same-sex classmates on a 4-point scale that assessed how similar or different the subjects felt their classmates were. Several days later, students rated themselves and same-sex classmates on a variety of social and nonsocial dimensions. Teachers rated all participants on the same dimensions. Results revealed that children perceived their friends to be similar to themselves and their nonfriends to be different. These findings serve to replicate previous research supporting the similarity-attraction hypothesis, which holds that individuals are attracted to others who are similar to themselves. Students rated friends more positively and nonfriends more negatively than themselves. It is argued that these results reflect differences in perceptions, or biases, rather than actual differences in the children's characteristics. Although these biases serve an adaptive function in the maintenance of interpersonal relationships, they may also work against the development of other relationships. Appended are nine references and related materials. (GLR)

ED 343 718 PS 020 466

Working Conference on Preschool-to-School Linkages (Louisville, Kentucky, November 21-22, 1991).

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 91
NOTE- 506p.; For selected individual papers, see PS 020 467-468.
LANGUAGE- English
EDRS Price- EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agency Cooperation; Disabilities; Educational Improvement; *Educational Policy; Excellence in Education; *Parent Participation; Policy Formation; *Preschool Education; *Primary Education; Program Implementation; *School Readiness; Technical Assistance; *Transitional Programs

IDENTIFIERS- America 2000; Developmentally Appropriate Programs; National Education Goals 1990

The goal of this conference was to assist early childhood professionals in their efforts to provide training to parents and family-focused, community-based transitions between preschool and school. The conference was also designed to assure children access to a high quality, developmentally appropriate preschool; adequate nutrition; and health care. Introductory materials contained in the conference packet include the conference agenda, a list of conference participants, and a paper describing the guideposts for achieving the nation's educational goals for the year 2000 announced by the President in April 1991. Conference papers discussed: (1) policy perspectives on excellence in early childhood education and parental involvement in education; (2) models of collaboration between organizations and individuals involved in early childhood education; (3) early childhood transitions of disabled children in general, and a particular program implemented in Kentucky; (4) early childhood education policy issues; (5) planning for parental involvement in early childhood education; and (6) suggestions for developing a collaborative transition plan. Other materials include descriptions of technical assistance services provided by agencies in six states, a collection of ERIC Digests on issues relevant to early childhood education, and a list of resources published by the ERIC Clearinghouse on Rural Education and Small Schools. (BC)

ED 343 719 PS 020 467

Verzaro-O'Brien, Marce
The Challenges of Collaboration: A Human Services Issue for the
'90's.
PUB DATE- 30 Sep 91
NOTE- 28p.; In: Working Conference on Preschool-to-School
Linkages (Louisville, KY, November 21-22, 1991); see PS 020 466.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120),Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- *Agency Cooperation; Child Development; *Cooperative
Planning; Cooperative Programs; *Coordination; *Delivery
Systems; *Early Childhood Education; *Early Intervention;
Financial Support; Power Structure; Program Implementation;
Social Services
IDENTIFIERS- Empowerment; Program Objectives; Project Head Start

There are a number of approaches to the provision of services in the early childhood education field, one of which involves collaboration between organizations and individuals. This paper explores the challenges of collaboration as a strategy to expand and enrich early childhood services. Philosophical challenges involve: (1) facing the problem of assigning blame for the appalling conditions faced by many children in the United States; (2) sharing power in collaborative ventures; (3) determining which collaborators are effective providers of service to low-income families; (4) understanding children's development; and (5) determining the goals of collaborative programs. These challenges are discussed in terms of the history of the Head Start program. Pedagogical challenges of collaboration concern curriculum development, the role of parents in the teaching process, and assessment of children's learning. Collaborative programs are challenged by the acquisition and distribution of funding and the process of addressing inequalities that result from differentially distributed resources. Challenges relating to program structure and operation involve the accountability of programs to several funding and regulating agencies. Other issues considered in this document include the development of collaborative programs at the national level and alternatives to collaborative programs. A list of 35 references is provided. (BC)

ED 343 720 PS 020 468

COGNET Follow Through Education Model Research Report: Studies of Impact on Children, Teachers, and Parents, 1988-1991.

PUB DATE- 91
NOTE- 31p.; In: Working Conference on Preschool-to-School Linkages (Louisville, KY, November 21-22, 1991); see PS 020 466.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Ability; *Computer Assisted Instruction; Early Childhood Education; Integrated Curriculum; Mathematics Achievement; *Parent Participation; *Parent Teacher Cooperation; Program Effectiveness; *Program Evaluation; Reading Achievement; *Student Evaluation; Student Motivation; *Teacher Student Relationship; Teaching Methods
IDENTIFIERS- *Cognitive Enrichment Network; Instructional Models; Mediated Learning Experience; Project Follow Through; Tennessee

The Cognitive Enrichment Network (COGNET) Follow Through Project provides a community framework in which parents and preschool and primary grade teachers can help children learn. This report summarizes results of studies in a Tennessee school district on the impact of COGNET on children, teachers, and parents. The COGNET instructional model has three components: (1) mini-lesson plans; (2) a learning approach involving computer activities; and (3) a group dynamic assessment, which is used instead of assessment by traditional testing methods. Results of the studies indicated that children who had experienced 2 years of COGNET intervention showed gains over control children in Stanford Achievement Test reading and math scores; in motivation scores in the Maze Tasks of Intrinsic Motivation; and in cognitive functioning scores in a series of cognitive tasks. In their interactions with children, teachers used more positive behaviors, such as praise and reciprocity, after they received training for the COGNET program. Teachers with training exhibited more positive behaviors than a control group of teachers. Compared to other parents, parents participating in COGNET were able to give specific examples when solving problems, believed they could have an impact on children's learning, and reported that their children were enthusiastic about computers. A 13-item reference list is provided. (BC)

ED 343 721 PS 020 469

Schaefer, Claire; Cole, Elizabeth
The Museum and Me: An Early Childhood Art Education Model.
PUB DATE- Dec 90
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Aesthetic Education; *Art Criticism; *Art Education; *Art History; Arts Centers; Community Involvement; Creativity; Early Childhood Education; Enrichment; Learning Modalities; *Museums; Parent Participation; Play; Student Centered Curriculum; Student Motivation; *Young Children
IDENTIFIERS- Developmentally Appropriate Programs; Empiricism; *Interactionism; Nativism; *Toledo Museum of Art OH

This paper describes The Toledo Museum of Art Early Childhood Program, a program that promotes knowledge and appreciation of art by young children and their families. The program supports the interactionist philosophy of early childhood education, which focuses on developmentally appropriate instruction. In interactionism, the major emphasis is on the design of a classroom environment that is predicated on a central theme. This theme approach enables the teacher to provide systematic instruction. In this approach, teachers use creative play as the core of instruction. Stories, games, paying visits, music, movement, and thoughtful discussions about works of art in local galleries stimulate children to make creative responses at the art tables. The history, aesthetics, and criticism components of art education are incorporated into lessons. Sample lessons, which show the ease with which these components can be integrated into child-centered learning, are included. Parent and community involvement in the program, and future directions for early childhood art education, are discussed. Five references are appended. (GLR)

ED 343 722 PS 020 471

Sayre, Nancy E.

The Perfect Mix: Creative Movement and Children's Literature.

PUB DATE- 90
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reference Materials - Bibliographies (131),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Children; Childrens Literature; *Creativity; *Educational Environment; Elementary Education; Individual Differences; *Integrated Activities; Integrated Curriculum; Learning Activities; *Literacy; Literature Appreciation; *Movement Education; Reading Instruction; Teaching Methods

This paper asserts that a mixture of creative movement and children's literature should be used to facilitate children's interest in literature and reading. It is argued that the integration of literature and movement into the educational environment could help lower the degree of illiteracy and ease the growing obesity and other health-related problems of today's children. The paper lists strategies that will help ensure success with this approach. The appendix, which makes up the bulk of the document, provides annotations for 13 books that can be used with the approach. After each annotation, a movement activity that is appropriate for use with the book is described. (GLR)

ED 343 723 PS 020 472

Speidel, Gisela E., Ed.
The Kamehameha Journal of Education. 1990-91.
PUB DATE- 90
NOTE- 417p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Cultural Awareness; Curriculum; *Early Childhood Education; Elementary Education; Family School Relationship; *Language Acquisition; Phonics; Preschool Education; *Preservice Teacher Education; *Reading Instruction; *Teaching Methods; Writing Instruction
IDENTIFIERS- Authentic Assessment; *Hawaii; *Preservice Educ for Teachers of Minorities HI

This document consists of the three 1990 issues and the two 1991 issues of a journal that publishes articles on the education of Hawaii's children. The journal covers such topics as teaching strategies, instructional settings, and cultural differences. Articles in the January 1990 issue consider: (1) reading and literacy in the Kamehameha Elementary Education Program; (2) phonics and word identification; (3) language development in the classroom; (4) ways to encourage voluntary reading; (5) methods for developing students' reading comprehension; and (6) ways to develop student writing in kindergarten. The May 1990 issue, which is dedicated to the prekindergarten educational program, discusses home visits; a traveling preschool; center-based preschools; children as storytellers; conversations during story reading; reading to younger children by older children; the relationship between home and school; and the child as a member of a culture. The September 1991 issue reports on the Preservice Education for Teachers of Minorities (PETOM) venture, an experimental program for teacher education. Articles examine: (1) PETOM's approach to cultural issues in education; (2) principles of teaching and learning; (3) art in the PETOM curriculum; (4) models for teaching science and mathematics; and (5) the perceptions of PETOM by its graduates. Topics of articles in the March 1991 issue include: (1) a framework for reading instruction; (2) the curriculum framework and classroom application of a whole literacy approach; (3) ways to encourage reading and writing; (4) word reading strategies in a whole literacy classroom; and (5) phonics instruction. The September 1991 issue contains four articles that comprise an overview of issues involved with the authentic assessment of students' learning, three articles on authentic assessment measures used in KEEP (the Kamehameha Elementary Education Program), and seven commentaries on the use of authentic assessment. (BC)

ED 343 724 PS 020 475

Smeltzer, Preston; And Others
A Guide to Middle School Curriculum Planning in Exploring Life's Work. Bulletin No. 92080.

PUB DATE- Sep 91
NOTE- 155p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Concept Teaching; Cooperative Learning; *Curriculum Development; Curriculum Guides; Discovery Learning; *Education Work Relationship; Intermediate Grades; Junior High Schools; Learning Activities; *Middle Schools; Student Characteristics; *Student Development; *Teaching Methods
IDENTIFIERS- Early Adolescents; *Middle School Students; *Wisconsin

This text describes an approach to middle level education that focuses on the work children will be expected to do as adults. This approach requires teachers to use instructional strategies that support the development of thinking skills. Chapter 1 explains the rationale for adopting a new approach to middle level curriculum. Chapter 2 examines teachers' planning of lessons and four features of an effective middle school curriculum. Chapter 3 discusses the advantages and implementation of, and teacher's role in, cooperative group learning. An instructional approach that emphasizes student exploration of new areas of interest is the subject of Chapter 4. Chapter 5 considers the process of concept learning. The social, emotional, intellectual, and physical characteristics of middle level students are outlined in Chapter 6. Chapter 7 describes the process of implementing a curriculum on work. Chapter 8 contains sample learning activities related to six areas critical to students' success: management, communication, interdependence, motivation, cooperation, and socialization. A short reference list is provided at the end of each chapter. Appendixes include an analysis of the concept of life's work, the Wisconsin School District Standards and Rules, and a list of middle school career and vocational competencies. (BC)

ED 343 725 PS 020 476

Incidence and Impact of Selected Infectious Diseases in Childhood.
PUB DATE- Oct 91
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Collected Works - Serials (022)
DESCRIPTORS- *Adolescents; *Child Health; *Children; *Communicable Diseases; Incidence; National Surveys; Racial Differences; Sex Differences
IDENTIFIERS- *Childhood Illnesses; Diarrhea; Ear Infections; Health Surveys; Hepatitis; Meningitis; Mononucleosis; Pneumonia; Rheumatic Fever; Tonsillitis; Urinary Tract Infections

This report provides estimates of the lifetime and annual incidence of certain infectious diseases of children in various demographic groups. Data on the social and health care impact of the diseases in terms of limited activity, days spent in bed, school days lost, contacts with physicians, hospitalizations, surgery, and use of medication are presented.

The data are taken from the 1988 National Health Interview Survey on Child Health. The nine diseases for which statistics are reported are: ear infection, tonsillitis, pneumonia, diarrhea, urinary tract infection, mononucleosis, hepatitis, meningitis, and rheumatic fever. Results indicated that: (1) a total of 38 percent of children had at least one of the diseases; (2) ear illness was the most common illness, affecting 25 percent of children; (3) among infants, 10 percent had ear infection, 3 percent had diarrhea, and 3 percent had pneumonia; (4) tonsillitis was the most common disease among teenagers; (5) most diseases were reported more frequently among White children than among Black or Hispanic children; and (6) girls were 5 times as likely as boys to have urinary tract infections. A reference list of 16 items is provided. Appendixes include a description of the data collection and statistical methods used in the study and definitions of terms used in the report. (BC)

ED 343 726 PS 020 480

Rousey, Carol G.

Organizing Parent Discussion Groups in Preschools (A How To Guide).

PUB DATE- Apr 91

NOTE- 90p.; Paper presented at the Meeting of the Midwestern Association for the Education of Young Children (Des Moines, IA, April 17-20, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Child Development; Communication Skills; Coping; Death; *Discussion Groups; Family Life; Group Structure; *Parent Child Relationship; *Parenting Skills; *Parents; Preschool Education; Sex Education; *Social Support Groups; Stress Management; Values; Young Children

This series of discussion sessions and suggestions for further reading, was designed to serve as a guide for discussion groups made up of parents of preschool children. The first chapter discusses the organization of groups, leaders' qualifications, the general format of sessions, recordkeeping, and suggestions for the first and final sessions. The remaining chapters provide an outline of each of the following topics for the leader of the discussion groups: (1) children's learning; (2) communicating with one's child; (3) values; (4) stress management; (5) making and keeping rules; (6) handling negative feelings; (7) fears versus feelings of safety; (8) positive feelings about the parents' relationship with their child; (9) sex education for the preschooler; (10) coping with death; and (11) family life and security. Each chapter includes guidelines for using review techniques and questions to start the discussion; general information about the topic to be presented; discussion questions and activities; and guidelines for summarizing the discussion. Included is a list of six suggested readings. (GLR)

ED 343 727 PS 020 482

Coming Together: City, County and State Child Care Planning: A One Day Conference (Sacramento, California, February 19, 1992).
PUB DATE- Feb 92

NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Agency Cooperation; Child Welfare; *City Government; Data Collection; *Day Care; Early Childhood Education; Financial Support; *Local Government; *Program Development; State Aid; *State Government
IDENTIFIERS- *California

In February, 1992, the Child Development Programs Advisory Committee and the California State Association of Counties (CSAC) hosted a conference that explored child care planning on a city, county, and state level. Introductory activities included a synopsis of the work of the CSAC, and a talk by California first lady Gayle Wilson, who called for cooperation and coordination to address issues critical to children and families. The balance of the conference consisted of four 1-hour panel discussions, each of which was followed by a brief question-and-answer session. The first panel discussion covered the meaning and potential benefits of state and local planning for counties. The second discussion considered the availability of demographic data and methods that local communities could use to collect data. The development of a local child care plan and methods of establishing funding for such a plan were the topics of the third panel discussion. The fourth discussion examined methods of state support for local planning. The panelists, who were professionals in social services or related fields, are listed for each discussion. (BC)

ED 343 728 PS 020 483

Lohr, Mary Jane; Gillmore, Mary R.

Adolescent Friendships during Pregnancy and Early Parenting

SPONS. AGENCY- National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.
PUB DATE- Apr 91
NOTE- 14p.; Paper presented at the Biennial Meeting of the Society for Research on Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Early Parenthood; *Friendship; Longitudinal Studies; *Parent Attitudes; Parent Child Relationship; *Pregnancy; Self Esteem; Social Support Groups; Stress Management

This study examined the role of friends in the lives of adolescent mothers. A total of 119 mothers, aged 17 and under, were interviewed during their pregnancy and again at 6 months postpartum. Mothers were questioned about their friendship network and their best friends. Mothers completed scales that measured stress and self-esteem. Results indicated that slightly more young mothers reported having no friends at 6 months postpartum than during pregnancy. Respondents felt that their friends were more supportive during their pregnancy than before it, and reported having more parents in their friendship networks at 6 months postpartum than during the pregnancy. Having friends who were also parenting; having supportive friends; and sharing feelings with the best friend were all related to decreased stress and increased self-esteem during the pregnancy and at 6 months postpartum. (BC)

ED 343 729 PS 020 523

Kogan, Nathan; And Others
The Relation between the Teaching Strategies of Parents and the Cognitive Style of Their Children.
PUB DATE- Apr 91
NOTE- 11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Child Rearing; *Cognitive Style; Convergent Thinking; Daughters; Divergent Thinking; Fathers; *Field Dependence Independence; Longitudinal Studies; Mothers; *Parent Child Relationship; *Parents as Teachers; *Preschool Children; Problem Solving; Sex Differences; Socialization; Sons; *Teaching Methods
IDENTIFIERS- Embedded Figures Test; Portable Rod and Frame Test

This study examined concurrent and long-term effects of parents' teaching strategies on their children's cognitive styles. A total of 83 mothers and 74 fathers helped their 4-year-old sons or daughters with 4 problem-solving tasks. The interactions between parents and children were observed and evaluated. Two measures of field dependence-independence (FDI) were administered when the children were 4, 7, 11, and 14 years of age. There were distinctive differences in parental teaching strategies, depending on the child's FDI status. Parents of field-independent children granted them autonomy in the task and helped with the cognitive aspects of the task. A positive emotional ambience characterized the teaching situation. Parents of field-dependent children were rigidly controlling and quite critical of their children's performance. Outcomes for father-son and father-daughter pairings were comparable, but the mother-son dyad generated more powerful effects than the mother-daughter dyad. The effects held across the 10-year period. Appended are three references and related materials. (GLR)

ED 343 730 RC 018 445

Hillman, Arnold
There Are No Subways in Lickingville: Metropolitan Models Don't Work for Rural People.
PUB DATE- 91
NOTE- 62p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Economic Development; Elementary Secondary Education; Federal Government; *Financial Problems; National Programs; Public Policy; *Rural Development; *Rural Education; *Rural Population; Rural to Urban Migration; Rural Urban Differences; Stereotypes; Tax Effort

This book presents an overview of the problems facing rural America and offers solutions at the national, state, and local levels. The combination of public lack of awareness and metropolitan-centered authority has created a view of rural America and its people that is contrary to both the data and actual living conditions. Rural education has been plagued primarily by limited financial resources. The needs in rural areas are national in scope and therefore require national solutions. Some possible solutions are: (1) to encourage local congressmen and U.S. senators to join congressional rural organizations; (2) to establish a presidentially-appointed blue ribbon committee to study the problems of rural America; (3) to establish a cabinet-level post for rural affairs; (4) to establish a national scholarship program for teachers to teach in rural areas; (5) to provide research grants to study rural problems; (6) to gather the captains of industry to listen to the advantages of investing in rural America; and (7) to create a national rural leadership center. State efforts could include: (1) entrepreneurship programs; (2) regional cooperation; (3) equalization of school resources; (4) research on effective rural schools; (5) distance education; and (6) school-based enterprises. Local efforts could include community-school collaboration and business-education partnerships. The book contains a bibliography of 30 references. (KS)

ED 343 731 RC 018 457

Twining, Mary Arnold; Roark-Calnek, Sue

African Past: Migrant Present. A Guide to the Exhibition.

SPONS. AGENCY- New York Council for the Humanities, NY.; New York State Council on the Arts, New York.

PUB DATE- Sep 86

NOTE- 21p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Historical Materials (060),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Art; *Blacks; *Cultural Activities; Handicrafts; *Migrant Workers; *Poetry; *Story Telling

IDENTIFIERS- *Caribbean Americans

This exhibit guide describes an exhibition of African folk arts produced by seasonal migrant farmworkers in western New York State. Workers come from the American South, Haiti, Puerto Rico, and Jamaica. The exhibition pieces were collected through the BOCES Geneseo Migrant Center's Folk Arts Program and Creative Artists Migrant Program Services (CAMPS). It is organized into two sections that develop the theme of a continuing journey from African past to migrant present, as this journey is reflected in arts and artifacts. Section 1, "These Voices, These Faces," presents works by African American migrants using poetry and storytelling. Section 2, "The Journey Continues," presents works by immigrants from the Caribbean. Paintings, drawings, and artifacts communicate the memories of home and dreams for the future. The exhibition concludes with a videotape of Puerto Rican salsa music. The guide contains descriptions and some photographs of the following exhibition pieces: (1) baskets and brooms; (2) fishnets; (3) handwork; (4) kites; (5) painting and drawing; (6) poetry; (7) quilts; (8) sisal rope products; (9) tin lanterns; and (10) walking sticks. (KS)

ED 343 732 RC 018 458

Roark-Calnek, Sue
The Algonquin World: Seasons, Cycles, Change. A Guide to the Exhibition (Geneseo, New York, October 18-November 2, 1991).
SPONS. AGENCY- New York State Council on the Arts, New York.
PUB DATE- 91
NOTE- 22p.
LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Historical Materials (060)
DESCRIPTORS- *American Indian Culture; *American Indians; *Art; *Cultural Activities; Cultural Education; *Migrant Workers
IDENTIFIERS- *Algonquin (Tribe)

This exhibit guide summarizes interpretive texts from the exhibition of Algonquin arts and craftwork assembled by the Folk Arts Program of the BOCES Geneseo Migrant Center in western New York. The Algonquin people migrate to fur farms near East Bloomfield and Holcomb, New York for fall pelting from late October through December. The image of the turtle in the exhibition represents the Algonquin creation story in which the earth is formed on the back of a great turtle. Algonquin life follows a seasonal rhythm of dispersal and aggregation, which also influences the production of Algonquin crafts. Winter is a time for knowing the ways of the ice and snow, making snowshoes and fur robes, and gathering for old feasts and new holidays. Spring is a time for tapping the maple trees for syrup, working with wood, and preparing for the spring hunt. Summer is a time for traveling by water, making canoes, setting nets, tanning hides, and displaying needlecrafts. Autumn is a time for going to the fur farms, setting traps for martens, beavers, and foxes, taking the bark from birch trees for baskets, and calling the moose. In the cycles of life each stage has its time, its tasks, and its ceremonies. Childhood is a time for learning by watching, listening, playing, practicing, and participating. Adulthood is a time for getting married and working together. The role of elders is to share wisdom and bear tradition. Changes in Algonquin life include the fur trade, fur farms, and threats to native lands. The guide provides brief biographies of seven visiting artists. (KS)

ED 343 733 RC 018 459

Camacho, Juana; Gomez, Jose Luis

Migrant Mexican Traditions = Tradiciones Migrantes Mexicanas. An Exhibit of Folk Art by Mexican Migrant Farmworkers (Geneseo, New York, September 22-October 4, 1990).

SPONS. AGENCY- New York State Council on the Arts, New York.

PUB DATE- Sep 90

NOTE- 17p.

LANGUAGE- English; Spanish

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- or traveling by water, making canoes, setting nets, tanni
Autumn,Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Art; *Artists; *Art Products; Craft Workers; *Cultural Activities; Cultural Education; Handicrafts; *Mexican Americans; *Migrant Workers

This exhibit guide (in Spanish, with translation in English printed on adjoining columns on each page), describes an exhibition of folk art by Mexican migrant farmworkers presented by thre Folk Arts Program of the BOCES Geneseo Migrant Center. The exhibit is divided into four major themes that farmworkers presented by the BOCES Geneseo Migrant Center Folk Arts Program. The exhibit is divided into four major themes that illustrate central aspects of the workers' daily lives in Mexico: work, religion, decoration, and recreation. The displayed objects represent traditions that are, for the most part, suspended during the periods of time when they are working in the fields in the United States. The program highlights eight Mexican migrant artisans and their crafts: (1) Serafin Muniz designs and manufactures sheaths and knives employed in the harvest of lettuce and cabbage, and manufactures belts, boots, and billfolds upon request; (2) the Meza family displays a home altar that includes a statue of the Virgin of Guadalupe decorated with tissue paper flowers and garlands; (3) Olga Rodriguez makes paper crowns and flowers for All Saints' and All Souls' Days; (4) Epifania Cabrera learned to make rag dolls from an old lady in her home town; (5) the Hernandez family constructs pinatas for their celebrations; (6) Anerl Hernandez crafts paper flowers often used as decorations for weddings; (7) Aurora Guerreo makes paper ornaments and the entries include a photograph and a brief history of the artisan and/or craft. small hand saw. In addition to a description of each migrant's craft, the entries include a photograph and a brief history of the artisan and/or craft. (KS)

ED 343 734 RC 018 460

Evaluation of California Human Development Corporation Workplace Literacy Program.

SPONS. AGENCY- California Human Development Corp.
PUB DATE- Sep 91
NOTE- 45p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Basic Education; Adult Education; Agriculture; Employer Attitudes; *Limited English Speaking; *Literacy; Migrant Education; *Migrant Workers; *Program Evaluation; Student Attitudes
IDENTIFIERS- *Workplace Literacy

This is an evaluation report of the California Human Development Corporation (CHDC) Rural Workplace Literacy Project targeting migrant farmworkers. The program provided bilingual instruction in 15 worksites tailored to job-related literacy needs. Evaluation data were gathered through interviews, test results, observation, and an in-class assignment. Programs ran an average of 22 weeks. Instructional materials consisted of core materials from CHDC and teacher-developed materials. All learners used Spanish as their primary language. The average age of learners was 33 and educational levels ranged from 0-13 years. The findings of the evaluation were: (1) all program participants were very positive toward the program; (2) learning outcomes were positive in the areas of basic skills, self-confidence, use of English in the workplace, and willingness to participate in education; (3) most employers didn't understand how the literacy program could help them; (4) employers and employees had different objectives for the education process; (5) most learners wanted workplace literacy in order to move on to a different job; (6) content varied greatly among instructors; and (7) instructors wanted more support. Recommendations for improvement emphasize curricular modifications, employer involvement, support services, and quality control. Appendix A includes results of interviews of employers, instructors, and learners. Appendix B contains pre- and post-test Comprehensive Adult Student Assessment System scores. (KS)

ED 343 735 RC 018 464

Multilevel Grouping, Grades Preschool-5 Small and Rural Schools. Outstanding Teaching Practices Series, Volume 4.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 26p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Elementary Education; *Instructional Innovation; Learning Activities; *Multigraded Classes; *Nongraded Instructional Grouping; Preschool Education; *Professional Recognition; Program Effectiveness; Teacher Attitudes; Teacher Education; *Teacher Effectiveness
IDENTIFIERS- Regional Laboratory Teacher Recognition Program

This document reports on the 1991-92 Teacher Recognition Program honoring exceptional teachers from rural and small schools in the New England states, New York, Puerto Rico, and the Virgin Islands. The program was intended to enrich the quality of education in the Northeast United States and its Caribbean jurisdictions by sharing information about outstanding teaching practices and those who implement them. The program sought nominations for teachers who incorporated multilevel grouping strategies into their classrooms, preschool through grade 5. Multilevel grouping or ungraded classrooms promotes learning by placing students in small groups with flexible age boundaries that provide opportunities for children to interact with other children of different backgrounds, personalities, abilities, and interests. Evaluation of students' progress is continuous and takes into consideration each child's past individual performance. Teacher nominations came from central office and building-level administrators, other teachers, and members of educational organizations. This volume offers a brief profile of each of the nine honored teachers and excerpts from their submitted portfolios that discuss philosophy, describe programs and sample class activities, share evidence of impact, and briefly summarize their approaches. Three finalists are also acknowledged for their valuable teaching practices. (LP)

ED 343 736 RC 018 471

The Lanai Visitor Serving Workplace Literacy Project: Final Performance Report.
PUB DATE- 91
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Education; *Filipino Americans; Hospitality Occupations; Hotels; Job Skills; *Job Training; *Limited English Speaking; *Literacy; Oral Language; Rural Areas; Tourism
IDENTIFIERS- *Hawaii; *Workplace Literacy

This report describes the outcomes of a project designed to aid agricultural workers in their transition to hotel jobs. Displaced workers (predominantly Filipino) from a Dole plantation were forced to seek employment in new resorts on Lanai. The goals of the project were to: (1) qualify former Dole employees for jobs in the newly-developed resort properties on the island by developing their literacy skills; (2) insure job retention by those hired at the hotels; and (3) increase employees' potential for upward mobility in hotel employment. The project enrolled 274 participants. Classes were offered in hotel orientations, security report writing, language for food service, guest interactions in housekeeping, safety and sanitation in the kitchen, and language of hospitality for front desk workers. The following statistics show the success of the project: (1) 134 of the 274 workers who enrolled in the agriculture-to-hotel transition classes have been hired by hotels; (2) 85 percent of the project participants who were employed by the hotels are still working at the hotels; and (3) 25 participants who began hotel employment at entry level positions have been promoted to positions with greater responsibility. Evaluation of the project was an ongoing collaborative process using feedback from the employer, union, instructional staff, and learners. An outside evaluation of the project was conducted and the report is attached to this document. (KS)

ED 343 737 RC 018 472

Lambeth, Ellen; Westervelt, Miriam O.

A Home for Pearl. A Videotape Series about Wildlife Habitat for Elementary Students. Instructional Guide.

PUB DATE- 90

NOTE- 44p.; Photographs and illustrations may not reproduce clearly.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Non-print Media (100),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Elementary Education; *Endangered Species; *Environmental Education; Instructional Materials; Knowledge Level; *Learning Activities; Outdoor Activities; Student Attitudes; Teaching Guides; *Wildlife

IDENTIFIERS- *Habitats

This instructional guide (accompanied by a video) teaches children from ages 6 to 12 about wildlife habitats. The instructional guide is divided into four parts and consists of supplementary activities to enhance the video. Each section of the guide provides an overview, objectives, story summary, key words in the video, discussion questions, ideas for follow-up activities, a coloring page illustrating the featured wild animal, and Project WILD activities designed to reinforce material presented in the video. The featured wild animals include a robin, rabbit, and a barn owl. The major character is a bald eagle named Pearl. The children are introduced to Pearl at a wildlife rehabilitation center where she is recovering from wounds. The children learn about wildlife habitats by attempting to find the wild home that is best for Pearl. Appendices include evaluation exercises that measure program impact on student attitudes and knowledge concerning wildlife. Information is provided about Project WILD, sponsored by the U.S. Fish and Wildlife Service and the project state coordinators. The regional offices of the U.S. Fish and Wildlife Service are also listed. This guide contains numerous pictures and photographs. (LP)

ED 343 738 RC 018 535

Rouk, Ullik, Ed.
Rural Education.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Oct 91
NOTE- 13p.; Journal subtitle: "A Preview of the Best Emerging Educational R&D Outcomes."
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Distance Education; Educational Technology; Elementary Secondary Education; Professional Development; *Reading Instruction; *Research and Development; *Rural Education; *School Business Relationship; *School Community Relationship; *Science Instruction; Teacher Recruitment

This journal issue is devoted to the theme topic "Rural Education." The first article, "Science is Everywhere," by Chris Taylor, presents a project which uses local experts as an integral part of the school's science curriculum. "Better Teachers, Better Readers" by Scott Steen describes a system of strategic reading used in rural Wisconsin school districts. Summaries of emerging research and development outcomes cover the topics of school cooperatives, distance learning, teacher recruitment and retention, at-risk students, school leadership, staff development, school and business partnerships, community relations, audiographics, and thinking skills. "Are Our Rural Students Getting a 'Fair Shake?'" by Ullik Rouk summarizes a report to Congress on the condition of education in rural, small schools. The final article, "You Bet Partnerships Make a Lot of Sense for Rural Schools!" by Paul Nachtigal, discusses school-community partnerships involving public and private sector institutions, organizations, and other schools and higher education institutions. The journal contains a diagram showing the service areas for the 10 regional educational laboratories that make new educational products and publications available. Also provided are the names, locations, and directors of the regional laboratories. (KS)

ED 343 739 RC 018 558

Mohatt, Gerald V.
Healing and Spirituality: Implications for the Training and Practice of Psychologists.
PUB DATE- Aug 91
NOTE- 5p.; Paper presented at the Annual Conference of the American Psychological Association (San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *American Indian Culture; Cross Cultural Training; Helping Relationship; Personal Narratives; Psychologists; *Psychotherapy; *Therapeutic Environment
IDENTIFIERS- Commitment; Lakota (Tribe); Medicine Men; *Spirituality; *Traditional Healing

This paper outlines a psychologist's insights about traditional American Indian healing, gleaned through 20 years of friendship with and observation of Lakota medicine men. These insights include the following: (1) the power of traditional Lakota medicine comes from vision; (2) the healer's role is related to family history; (3) the process of becoming a medicine man is arduous, involving the quest for a vision and an ongoing commitment to intense personal growth through ritual; (4) Lakota healing rituals often produce dramatic results in a short period of time, but persistence of a cure depends on the presence of a healing community that directs spiritual energy toward the cure; (5) healers suffer and endure much because their commitment to others places no limits on the demands of others; and (6) the healing environment is dispersed throughout the community and is able to renew itself, but a healer must act as pivotal person in bringing this energy to the person needing help. Reflection on traditional healing practices and the medicine man's role raises many questions concerning the practice of Western psychotherapy and the training of psychologists. These questions involve the spiritual source of a student's desire to be a therapist, the necessity for professionals to pursue personal growth and knowledge about their own possibilities and limits, the nature of a cure, the nature of a healing community and how it is created, and the origins of healing in spirituality. (SV)

ED 343 740 RC 018 559

Rural Profile of Arkansas: A Look at Economic & Social Trends Affecting Rural Arkansas.
PUB DATE- Dec 90
NOTE- 49p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- Census Figures; Educational Attainment; *Employment Statistics; *Population Trends; Poverty; Rural Areas; Rural Education; *Rural Population; *Rural Urban Differences
IDENTIFIERS- *Arkansas; Education Economy Relationship

This booklet profiles key economic and social features of rural Arkansas. Data are drawn from reports by the U.S. Census Bureau, the U.S. Department of Commerce, and Arkansas state agencies. About half of Arkansas' people live in rural areas, and most of these live in open country (not incorporated areas) and are completely dependent on county governments for services. Compared to the urban population, Arkansas' rural population is older, has higher poverty and unemployment rates, has less access to health care, and has lower levels of educational attainment (due in part to the outmigration of educated young people to urban areas). Rural areas depend more heavily on transfer payments, spend more on transportation and roads, but are losing retail sales and service income. Maps, graphs, and tables illustrate discussions of rural population, population change from 1980 to 1989, percentage of population in three age categories, types of local government, local property assessment per capita, employment by major sector, agricultural employment, personal income, transfer payments as percentage of personal income, retail sales, transportation, educational expenditure per student, educational attainment, infant mortality, access to primary care physicians, poverty rates, and Aid to Families with Dependent Children. Appendices provide data by county on most of these factors. (SV)

ED 343 741 RC 018 562

High School Chapter Handbook. 1990 Edition.
PUB DATE- 90
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- American Indian Education; *American Indians; *Career Awareness; *College Preparation; Extracurricular Activities; High Schools; *High School Students; Science Careers; *Science Clubs; *Student Organizations
IDENTIFIERS- *American Indian Science and Engineering Society

This handbook provides high school students with the information needed to form and maintain high school chapters of the American Indian Science and Engineering Society (AISES). AISES is a private non-profit organization founded in 1977 to increase the number of American Indian scientists and engineers in the nation and to develop technologically informed leaders within the Indian community. AISES pre-college student programs provide learning experiences that promote academic and cultural enrichment, and provide students with opportunities for interaction with American Indian role models in science, engineering, and mathematics related professions. Programs also increase career awareness and heighten the sense of American Indian identity. The advantages and opportunities available through AISES high school student chapters are listed. The steps in forming a chapter, and ways to recruit students and find an advisor are outlined. Information is also provided on AISES science clubs, fund raising activities, and the AISES code of ethics. (SV)

ED 343 742 RC 018 563

A Parent's Handbook. 1990 Edition.
PUB DATE- 90
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *American Indian Education; *College Preparation; Elementary Secondary Education; *Mathematics Education; *Parent Influence; *Parent Participation; Parent Student Relationship; *Science Education
IDENTIFIERS- *American Indian Science and Engineering Society

This handbook offers American Indian parents some suggestions on ways to promote their children's educational success, particularly in the areas of science and mathematics. Strong math skills are critical to participation in science, engineering, and technology related occupations. American Indian participation in such occupations promotes Indian control and management of the natural resources on and beneath Indian land. A strong math background also enables American Indian students to find occupational opportunities in administration, marketing, and financial career areas. Parents are the most important factor in a child's educational success. Parents' participation in the schools significantly influences their child's attendance, attitudes, and confidence. It also influences school policies that affect the success of all children. An American Indian child's classroom success is related to the child's knowledge of and commitment to Indian identity. Because of a frequent shortage of school counseling services, parents must be prepared to help their children plan their educational futures. The most academically successful American Indian students attend schools that feature courses with interesting content, academic challenge, peer interaction, and curricular flexibility. The American Indian Science and Engineering Society seeks to increase the number of American Indian scientists and engineers. The society sponsors math and science summer camps for students in Grades 7-9 and a comprehensive university-based enrichment program to prepare students in Grades 8-11 for entrance into math and science college majors. (SV)

ED 343 743 RC 018 567

Prickett, R. L.; And Others

Reduction in Force in Rural Eastern Kentucky.

PUB DATE- Aug 89
NOTE- 12p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Tuscaloosa, AL, August 13-18, 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *Declining Enrollment; Economic Impact; *Educational Economics; Educational Legislation; Elementary Secondary Education; *Politics of Education; *Reduction in Force; *Rural Schools; School Districts; State Departments of Education; *State School District Relationship
IDENTIFIERS- *Kentucky

This paper examines factors related to the reduction of certified school personnel in Eastern Kentucky rural school districts. The economy of Eastern Kentucky has relied heavily on the coal industry, which during the past several years has suffered losses resulting in job layoffs and closure of companies. Economic distress caused a declining school enrollment. Declining enrollment indicates a need to restructure the number of schools in a district and to assess the need for personnel required for that district. Political activity and the election of new members to boards of education created new demands to generate more positions. The Educational Improvement Act, better known as the "academic bankruptcy act", allows the State Department of Education to intervene in the operation of a local school district and to limit the authority of the local superintendent and local board of education. Under this law, the state is able to take action in several areas including overseeing expenditures and employment or dismissal of personnel. Four school districts in Eastern Kentucky (Knott, Martin, Pike and Floyd counties) were analyzed concerning the reduction of personnel. It was found that although many of the problems in reducing personnel were associated with political pressures and favoritism, the primary reason was related to the fact that the school districts were the major sources of jobs in the region. Political favoritism must be eliminated and responsible operation of the schools must exist. Additional control may be taken by the state as evidenced by the recent decision of the Kentucky Supreme Court that ruled the operation and financing of schools in Kentucky is unconstitutional. (LP)

ED 343 744 RC 018 568

Prickett, R. L.; And Others
Assessing the Instructional Leader of Rural Schools.

PUB DATE- Oct 90
NOTE- 18p.; Paper presented at the Annual Meeting of the National Rural Education Association (82nd, Colorado Springs, CO, October 5-8, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Administrator Effectiveness; *Administrator Role; *Administrators; Elementary Secondary Education; Inservice Education; *Instructional Leadership; Leadership Responsibility; Professional Development; *Rural Schools

This paper describes a proposed five-phase model for assessing the instructional leadership of rural school administrators. In phase one, assessors conduct a structured interview to determine participants' understanding of the skills and functions required of the instructional leader. Phase two allows participants to review and evaluate video tapes about teacher instruction and lesson plans, curriculum guides, and examinations. Participants submit written reports of their evaluation components. Assessors note participants' instructional management and curriculum auditing skills, and review their reports. In phase three, participants develop plans to address the problems they identified in phase two. Assessors review the plans for the following concepts: planning, empowerment and delegation, improvement of instruction, recognizing quality teaching, monitoring, environment, and providing visibility and incentives. Phase four requires participants to formally present and defend their plans developed in phase three. In phase five, participants receive information concerning their performance. The aim of this model is to assist rural school administrators in becoming effective instructional leaders by identifying areas of strength and of needed professional development. After developers complete their testing and refining of the assessment model, they expect to make training guidelines available. This model is not intended for evaluation purposes in the selection of school administrators. The paper includes a 44-item bibliography on instructional leadership. (LP)

ED 343 745 RC 018 570

Education and Rural Economic Development: Strategies for the 1990s.

PUB DATE- Sep 91
NOTE- 177p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Economic Development; Educational Attainment; Educational Policy; *Education Work Relationship; Elementary Secondary Education; *Labor Force Development; *Labor Market; Postsecondary Education; *Rural Development; *Rural Education; Rural Youth; Vocational Education
IDENTIFIERS- *Education Economy Relationship

The 1980s found the U.S. economy vulnerable in the global marketplace. Many observers have argued that workforce education and skill levels are too low, particularly in rural areas. In this book, four studies examine the education crisis, the relationship between the education shortfall and rural economic stagnation, the importance of local workforce education levels for local area growth, and options for upgrading the skills of the rural workforce. The studies are: (1) "Skill Demand and Supply in the New Economy: Issues for Rural Areas" (R. A. Teixeira, P. L. Swain); (2) "The Education Crisis and Rural Stagnation in the 1980's" (D. A. McGranahan, L. M. Ghelfi); (3) "Education and Local Employment Growth in a Changing Economy" (M. S. Killian, T. S. Parker); and (4) "Education and Training Policy: Skill Upgrading Options for the Rural Workforce" (P. L. Swain, R. A. Teixeira). Results suggest that education's potential as a local rural development strategy is probably limited. Rural areas were hampered more by their small size and remoteness in the 1980s than by a lack of qualified workers. Moreover, low workforce education levels in rural areas were related to out-migration of better educated workers. Employment growth in rural areas with relatively highly educated populations was generally no greater than in other rural areas, and local dropout rates were completely unrelated to economic growth. Although the link between local education and local economic growth appears weak, it is critical to improve the education and training of rural youth, wherever they work in order to maintain the international competitiveness of the United States. The findings support the notion of shifting the responsibility for educational funding from localities to broader units of government. Papers include references, tables, definitions, and discussions of methodology. (SV)

ED 343 746 RC 018 590

Pinelo, Dora Beatriz

American Indians and Native Alaskans. Prevention Resource Guide.

PUB DATE- Jun 91
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Alaska Natives; *Alcohol Education; *American Indians; Curriculum; *Drug Education; Elementary Secondary Education; Government Publications; Information Sources; Intervention; Prevention; Program Development; *Substance Abuse; Tobacco; *Youth

This guide presents information on research and prevention of substance abuse among American Indians and Native Alaskans. Facts and figures representing findings from key government reports and research studies indicate the wide spread use of alcohol and drugs among American Indians and Native Alaskans. A list of prevention materials and curricula aimed at American Indian and Native Alaskan youths is provided. Each entry lists organization responsible for the material, publication format, length, context, topic, mode of delivery, target audience, setting, readability, and availability. An annotation is also included for each entry. The guide lists 24 government publications and journal articles and 4 reports published by private organizations, with abstracts, and information on availability. A list of groups, organizations and programs for American Indians and Native Alaskans is included. This guide will be updated regularly. (LP)

ED 343 747 RC 018 594

Carlson, Robert V.
A Study of Swiss Village Education.

PUB DATE- 11 Oct 91
NOTE- 25p.; Paper presented at the Annual Convention of the National Rural Education Association (Jackson, MS, October 10-15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Educational Administration; *Educational Finance; *Educational Policy; *Educational Practices; Elementary Secondary Education; Foreign Countries; *Rural Schools; Small Schools; *Track System (Education)
IDENTIFIERS- *Switzerland

This case study focused on the educational effectiveness and economic efficiency of village education in the Baselland Kanton in Switzerland. Information was gathered through personal interviews with administrators and teachers, and observations in six schools. Some of the findings of the study were: (1) the administrative structure consists of a central office (with a chief administrator, general administrators, and school inspectors), local principals, and local school boards for primary schools; (2) financial support comes from taxes on personal wealth; (3) there is a strong belief in the benefits of small organizations and community schools; (4) at the primary level classes are heterogeneously organized by grade level, but at the secondary level students are assigned to three ability tracks; (5) teachers and administrators perceive little social tension between the tracks; (6) homework is assigned in all grades; (7) teachers appear to have a good rapport with students and a high tolerance for noise; (8) teachers generally speak positively of working in small village schools; and (9) teachers enjoy a high status because of high academic standards for admission to teacher training. Although the Swiss are fairly content with their present educational system, recent world events may affect the wealth of Switzerland and require modifications in the educational system. (KS)

ED 343 748 RC 018 595

Arbona, Consuelo; And Others
Cultural Awareness and Ethnic Loyalty among Mexican American College Students.
PUB DATE- 91
NOTE- 12p.; Paper presented at the Annual Meeting of the American Psychological Association (San Francisco, CA, August 16-20, 1991). Figures contain small print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *College Students; *Cultural Awareness; *Ethnicity; Factor Analysis; Higher Education; *Mexican Americans
IDENTIFIERS- *Cultural Change

A sample of 364 Mexican-American college students were used to study the adequacy of Keefe and Padilla's model and measure of cultural change. Keefe and Padilla developed an empirical measure yielding two divergent factors, labeled as Cultural Awareness and Ethnic Loyalty. An additional factor, labeled Ethnic Social Orientation, referred to preference for ethnicity of associates and types of foods. Results of a confirmatory factor analysis suggest that the process of cultural change among Mexican American college students may be described in terms of Cultural Awareness and Ethnic Loyalty. Consistent with

Keefe and Padilla's model, the present study defines Cultural Awareness by scales related to the knowledge and practice of cultural traits, and Ethnic Loyalty by the individual's preference for one cultural orientation over the other. Differences in these three dimensions across students of various generations suggested that Cultural Awareness is somewhat independent of both Ethnic Loyalty and Ethnic Social Orientation. Cultural Awareness seems to decrease the most from the first to the fourth generation while Ethnic Loyalty remains relatively stable from the second to the fourth generation. Similarities in results between Keefe and Padilla's study and the present study, despite differences in samples, suggest that the model of cultural change is valid for Mexican Americans across the spectrum of generational status, language preference, and educational levels. (KS)

ED 343 749 RC 018 596

DelForge, Clarence; And Others

Grouping Students and Helpful Suggestions for Combination Classrooms.

PUB DATE- 92

NOTE- 10p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Class Organization; Classroom Techniques; Elementary Education; *Grouping (Instructional Purposes); Group Instruction; *Multigraded Classes; Rural Schools; *Student Placement; Student Responsibility; *Teacher Attitudes; *Teaching Methods

IDENTIFIERS- North Carolina

This report, drawing on data from a teacher survey, summarizes methods for the effective selection of students and teaching strategies for combination classrooms (CC). A CC is defined as having two or more grade levels in one classroom. A total of 256 CC elementary school teachers completed a questionnaire, including participants of a Combination Classroom Conference at Western Carolina University and 100 CC teachers from 28 North Carolina rural school districts. Results indicate that beginning teachers are more likely to be assigned a CC. There is no agreed way to group students in a CC. The most often suggested method is to group by level of student responsibility (by 27% of respondents). Other recommendations in order of frequency of response include: (1) high academic ability (20%); (2) self-disciplined (15%); (3) high achieving younger students and average achieving older students (14%); (4) heterogenously (10%); (5) social maturity (8%); and (6) miscellaneous methods for selection (6%). The most frequently suggested teaching strategy is curriculum integration. Other strategies include: peer tutors, careful planning, learning centers, learning contracts, teaching one grade level to entire class, integrating socially, and using teaching assistants. Effective implementation of the teachers' suggestions probably will make teaching a CC a reward rather than an undesirable assignment. (LP)

ED 343 750 RC 018 597

Jeanotte, Darrell F.
Competency-Based Curriculum Paper.
PUB DATE- 91
NOTE- 15p.
LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Education; American Indians; *Competency Based Education; *Core Curriculum; *Curriculum Development; Elementary Education; High Risk Students
IDENTIFIERS- *Pierre Indian Learning Center SD

Pierre Indian Learning Center is a residential Bureau of Indian Affairs grant school that serves Indian children in Grades 1-8 from 15 tribes in South Dakota, North Dakota, and Nebraska. Recently, the average enrollment of the school has been 165 students, referred by social service agencies or courts because of various family, social, learning, or behavioral problems. During 1989-91, the school pursued curriculum improvement by allowing the staff time and assistance to develop and implement a core curriculum. Fundamental to this process was a needs assessment in which the school board, staff, and community reached consensus on curriculum goals for the students. These goals were translated into measurable competencies for each grade level. Staff members developed scope and sequence charts for each curriculum area to illustrate the content and skills that they thought were essential for students. These "maps" were used to organize plans of study or competencies for each grade. During the second year, all staff members implemented the curriculum competencies. Monitoring and evaluation procedures included analysis of results of national normed tests pre- and post-core curriculum, yearly and quarterly plans for each class and student, daily and weekly lesson plans, computer-generated student profiles of competencies, and observation and guidance by a team of school personnel. (SV)

ED 343 751 RC 018 598

Hale, Sylvie van Heusden

School-Community Collaboration in a Rural Setting: Sources and Profiles. Knowledge Brief, Number Eight.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 91

NOTE- 7p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Community Resources; Cooperative Planning; Elementary Secondary Education; *High Risk Students; Institutional Cooperation; Program Descriptions; Resource Materials; *Rural Schools; *School Community Programs; *School Community Relationship

IDENTIFIERS- Arizona; California; Nevada; Utah

This article provides resources for school-community collaboration to support at-risk students and their families in rural settings. Rural schools and their communities must work together efficiently and economically to counteract problems such as geographic isolation, shortage of resources, economic decline, lack of political power and difficulties associated with living in a modern society. The article describes five regional and national resource organizations that support school-community collaboration. It provides information on activities, services, contacts, and phone numbers. The article also outlines state efforts in California and Utah and describes eight collaborative programs within the Far West Laboratory Region. The Far West Laboratory serves Arizona, California, Nevada, and Utah in linking educators to share information, expertise, and innovative practices. It provides technical assistance to build local capacity for continued self-improvement. The program profiles illustrate that school-community collaboration should address both the needs of the children and the needs of the community. The last section contains an annotated bibliography of nine publications related to school-community collaboration. (LP)

ED 343 752 RC 018 599

Vars, Gordon F.; Vars, Alice McVetty
Out With the Curriculum! Widening the Learning Environment.
PUB DATE- 90
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Journal Articles (080)
DESCRIPTORS- Educational Theories; Elementary Secondary Education; *Environmental Education; Experiential Learning; *Integrated Curriculum; *Interdisciplinary Approach; Interpersonal Competence; Learning Experience; Noninstructional Responsibility; *Outdoor Education; *Teacher Role

This paper describes an interdisciplinary approach to environmental education for students in grades 6 through 9. This approach emphasizes the importance of students' understanding of nature through hands-on experience in out-door settings and the verbal or artistic expression of their experiences. The first principle of effective environmental education is an integrated curriculum and the active involvement of students, parents and community members. For maximum benefit, the overall direction and planning of the environmental education experience should be in the hands of the teachers most familiar to the students. The second principle is that environmental education should take place in intact groups (same classroom or team groups in school). Such groups are conducive for improving social skills and realizing the full benefits of curriclum integration. Students should be housed with students and staff they already know well, only moving out occasionally for carefully planned experiences with students from other groups. In addition, individual and group times set aside for "processing" one's experience is an essential component. The third principle consists of preparing for and expecting peak life experiences as a result of insight gained by the student. Allowing students to express their emotions is an important aspect of the environmental education experience, which is lacking in a normal classroom environment. (LP)

ED 343 753 RC 018 612

Indian Nations At Risk. Task Force Commissioned Papers.
PUB DATE- 91
NOTE- 530p.; For related documents, see ED 339 587 and RC 018 613-633.
LANGUAGE- English
EDRS Price- EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Collected Works - General (020), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Alaska Natives; *American Indian Education; American Indians; *Curriculum Development; Early Childhood Education; *Educational Needs; *Educational Strategies; Educational Trends; Elementary Secondary Education; Federal Indian Relationship; Higher Education; *High Risk Students
IDENTIFIERS- Culturally Relevant Curriculum; *Indian Nations At Risk Task Force

This volume contains 21 papers commissioned by the Indian Nations at Risk Task Force, the first of which is an introduction that outlines the work of the Task Force and summarizes issues discussed at 7 regional hearings. Based on testimony and written materials submitted to the Task Force by hundreds of educational practitioners and concerned citizens, the papers provide in-depth analyses of current conditions in Native education and set forth rationale, plans, and strategies for the improvement of American Indian and Alaska Native education. The focus is on action to ensure high quality academic programs delivered in a Native cultural context. The topics of the 20 papers that follow the introduction are: current conditions in American Indian and Alaska Native communities; current demographics and trends in Native American education; responsibilities and roles of governments and Native people in Native education; funding and resources; Native and non-Native teachers and administrators for schools serving Native students; continuous evaluation of Native education programs; early childhood education in Native communities; plans for dropout prevention and special school support services; improving parent participation; incorporating Native languages and culture into the curriculum; strategic plans for the use of modern technologies in Native education; curricula for reading and language arts, mathematics and science, and history and social studies; gifted and talented Native students; Native Americans with disabilities; Native higher education; tribal colleges; adult literacy and vocational and technical education; and a concluding prospectus on change and development for Native education. (SV)

ED 343 754   RC 018 613

Charleston, G. Mike; King, Gaye Leia
Indian Nations At Risk Task Force: Listen to the People.

PUB DATE- 91
NOTE- 16p.; In: Indian Nations At Risk Task Force Commissioned Papers. See RC 018 612.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Alaska Natives; *American Indian Education; American Indians; Early Childhood Education; *Educational Needs; *Educational Strategies; Elementary Secondary Education; Federal Indian Relationship; *Hearings; Higher Education
IDENTIFIERS- *Indian Nations At Risk Task Force

The Indian Nations At Risk Task Force commissioned 20 papers to review current conditions in Native American education and set forth rationale, plans, and strategies for action. This introduction to the commissioned papers describes the work of the Task Force. Comprised of 14 individuals, the Task Force met 5 times between May 1990 and May 1991 to exchange views, develop guiding principles, establish Native education goals, plan regional hearings and issues sessions, and draft the final report. The Task Force obtained public contributions of information and opinion through several means. Over 200 documents were received in response to a call for papers issued in the Federal Register. Hundreds of individuals presented testimony at regional hearings held in Juneau, Billings, Seattle, Phoenix, Oklahoma City, St. Paul, and Cherokee. Over 550 persons participated in 32 special issues sessions held during the 1990 National Indian Education Association Conference. Task Force members conducted 33 site visits across the United States to public schools, Bureau of Indian Affairs schools, tribally controlled schools, community colleges, and community education centers. Issues discussed at the regional hearings are summarized, including federal funding, teachers and teacher training, Native parent and community participation, integration of Native language and culture in the curriculum, financial aid for postsecondary education, postsecondary readiness and persistence, tribal colleges, minority faculty recruitment, support services for at-risk students, curriculum issues, government role, prejudice and racism, standards and testing, early childhood education, urban and public school education, adult basic education, special education, and data collection and research. (SV)

ED 343 755 RC 018 614

Szasz, Margaret Connell
Current Conditions in American Indian and Alaska Native Communities.
SPONS. AGENCY- Department of Education, Washington, DC. Indian Nations At Risk Task Force.
PUB DATE- 91
NOTE- 18p.; In: Indian Nations At Risk Task Force Commissioned Papers. See RC 018 612.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Alaska Natives; *American Indian Education; American Indians; Cultural Education; Elementary Secondary Education; *Health; Health Needs; Health Services; Higher Education; *High Risk Students; *Poverty; Quality of Life; *School Community Relationship; Teacher Education; *Well Being
IDENTIFIERS- *Tribally Controlled Education

The school experience of American Indian and Alaska Native children hinges on the context in which their schooling takes place. This context includes the health and well-being of their families, communities, and governments, as well as the relationship between Native and non-Native people. Many Native children are in desperate straits because of the immense difficulties facing their families and communities. Native peoples suffer the highest unemployment and poverty rates in the United States. Low economic status leads to poor self-concept among Native children, and high unemployment forces those who complete schooling to leave their communities to find work. With limited access to health care, alcoholism and other forms of substance abuse, fetal alcohol syndrome, depression, and suicide are widespread in Native communities. Nevertheless, the budget of the Indian Health Service has remained constant for 10 years. Many Native children attend schools that discredit their cultural heritage and damage their self-esteem and motivation. What is needed in schools are culturally relevant curriculum, cross-cultural training for non-Native teachers, and increased participation by parents and community members. The gap between schools and Native communities must be narrowed so that Native students see the school as an extension of their cultural bonds. Tribal governments must become active partners in education. Specific recommendations are offered for rural, reservation, and urban Native communities. This paper contains 117 references. (SV)

ED 343 756   RC 018 615

Hillabrant, Walter; And Others
Native American Education at a Turning Point: Current Demographics and Trends.
SPONS. AGENCY- Department of Education, Washington, DC. Indian Nations At Risk Task Force.
PUB DATE- 91
NOTE- 12p.; In: Indian Nations At Risk Task Force Commissioned Papers. See RC 018 612.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; *Alaska Natives; *American Indian Education; *American Indians; *Demography; Educational Attainment; Elementary Secondary Education; Enrollment; *Enrollment Trends; *Financial Support; Geographic Distribution; Higher Education; Population Growth; Population Trends; Special Education; Vocational Education

This paper discusses demography, statistics, and trends related to Native American education and makes projections for the year 2000. Based on linear regressions of earlier census data, projections for 1990 and 2000 include: (1) fast population growth for American Indians and Alaska Natives; (2) population growth shifts to urban areas; (3) an increasing aged population as well as a growing school aged population; (4) changes in distribution among the states of the Native population and tribes; (5) increasing but still lagging behind educational attainment; (6) low labor force participation; (7) high poverty rates; (8) high mortality rates among young people; (9) varying but overall increasing enrollments for public, private, and Bureau of Indian Affairs schools; (10) low enrollment in higher education and limited major fields of study in management and social sciences; (11) overall growing enrollments in adult education, vocational education, vocational rehabilitation, and special programs; (12) some gains in Native scores on the Scholastic Aptitude Test and the American College Testing Program; (13) dropout rates; (14) fluctuating but overall increasing educational attainment; (15) varying educational funding but decreasing federal aid; and (16) teacher turnover, attrition, and salaries as major problems. This paper contains 30 references. (SV)

ED 343 757   RC 018 616

Kickingbird, Kirke; Charleston, G. Mike
Responsibilities and Roles of Governments and Native People in the Education of American Indians and Alaska Natives.
SPONS. AGENCY- Department of Education, Washington, DC. Indian Nations At Risk Task Force.
PUB DATE- 91
NOTE- 38p.; In: Indian Nations At Risk Task Force Commissioned Papers. See RC 018 612.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Alaska Natives; *American Indian Education; American Indian History; *Court Litigation; Educational Legislation; Educational Policy; Elementary Secondary Education; *Federal Indian Relationship; Government Role; Laws; Treaties; *Tribal Sovereignty; *Trust Responsibility (Government)
IDENTIFIERS- *Legal History; *Tribal Government; Tribally Controlled Education

This paper traces the development of the government-to-government relationship between the United States and Native peoples and examines the implications of that relationship for Native American education. In 1532, Francisco de Vitoria refuted the Doctrine of Discovery and laid out four principles to guide Spanish governmental relations with Native peoples. Colonial powers and, later, the United States recognized the sovereignty of Native nations by entering into over 800 treaties with them. A 1794 treaty was the first to contain provisions for Indian education. In 1871 Congress ended treaty-making with Native governments, essentially legalizing Native assimilation and land annexation. The Bureau of Indian Affairs (BIA) controlled all aspects of Native education and government. In 1934, in response to criticisms in the Meriam Report, Congress reaffirmed tribal self-government and provided financial inducements to states to enroll Natives in public schools. Following efforts in the 1950s to terminate the government-to-government relationship, the Federal Government in the 1960s reaffirmed its support for Native self-determination and tribally controlled education. The present trend of shifting responsibility for Native education from BIA and tribal schools to public schools has resulted in a real loss of Native control. Contemporary roles in Native education are described for various federal agencies, tribal governments, Native communities, and state governments. Recent Supreme Court decisions concerning the rights and jurisdiction of tribal governments are outlined. This paper contains 26 references and cites 46 court cases and 30 statutes. (SV)

ED 343 758 RC 018 617

Brescia, William

Funding and Resources for American Indian and Alaska Native Education.

SPONS. AGENCY- Department of Education, Washington, DC. Indian Nations At Risk Task Force.
PUB DATE- 91
NOTE- 26p.; In: Indian Nations At Risk Task Force Commissioned Papers. See RC 018 612. Contains the title of a section yet to be developed.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Alaska Natives; *American Indian Education; Educational Finance; Elementary Secondary Education; *Federal Aid; Federal Indian Relationship; *Financial Support; Higher Education; Treaties
IDENTIFIERS- *Bureau of Indian Affairs; Department of Education

The Federal Government has a responsibility to fulfill treaty promises for Native education. However, spending for Native education has fallen since 1975, while overall educational spending has increased. Reversal of this trend must include a shift in focus from quantitative goals to qualitative goals and support of culturally relevant education. The Bureau of Indian Affairs (BIA) and the Office of Indian Education (OIE) are the major sources of funding for Native education. However, the BIA funding formula fails to consider non-federal funding available to public schools, the effects of remote location and sparse population, and unique transportation requirements in rural areas. In addition, BIA funds are often not available until well into the school year. BIA programs for school operations cover Indian School Equalization Program formula and adjustments; institutionalized handicapped; school board expenses and training; student transportation; solo parent program; technical support; and drug and alcohol education. The BIA also administers the Johnson-O'Malley program of contracts with states; funding for higher education scholarships, postsecondary schools, and tribally controlled community colleges; and tribal operations of tribal colleges and adult education. Funding from the U.S. Department of Education covers the OIE and numerous educational programs open to all eligible students. Private foundations donate less than 1% of their monies to Native education. Native communities have a meager tax base for education funding. The equivalent of a Marshall Plan is needed to support Native self-determination in education, rebuild each Native community's infrastructure, and restructure the entire Native educational delivery system. This paper contains 33 references and lists over 100 treaties with educational provisions. (SV)

ED 343 759   RC 018 618

Noley, Grayson

Native and Non-Native Teachers and Administrators for Elementary and Secondary Schools Serving American Indian and Alaska Native Students.

SPONS. AGENCY- Department of Education, Washington, DC. Indian Nations At Risk Task Force.

PUB DATE- 91

NOTE- 30p.; In: Indian Nations At Risk Task Force Commissioned Papers. See RC 018 612.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Academic Persistence; Administrator Education; Alaska Natives; *American Indian Education; American Indians; College Students; Elementary Secondary Education; Higher Education; *Minority Group Teachers; *School Holding Power; *Student Recruitment; *Teacher Education; Teacher Persistence; Teacher Recruitment; Teacher Shortage

This paper discusses issues in the recruitment, retention, and training of Native college students as teachers and school administrators. The number of Native educational professionals serving schools for Native students is extremely small, and there is evidence that even this number is declining relative to the increasing Native school population. Barriers to Native college enrollment include insufficient financial aid, social alienation, few identifiable role models, higher admissions requirements, and inadequate preparation for college. Universities do not seem to have their past fervor for recruitment and accommodation of Native students, although there are examples of institutional commitment that fosters Native student success. These institutions use methods that can be replicated, including personal contact recruiting, tribal involvement, participation by institutional officials and the host community, educational and emotional support services for Native students, and the aggressive pursuit of culturally aware faculty and staff. Innovative approaches to teacher and administrator education include cooperative agreements between tribally controlleed community colleges and four-year teacher training institutions and community-based and home-study programs. Schools with significant numbers of Native students should aggressively pursue Native teachers and could promise employment upon certification to their own aides and students. This paper contains 43 references. (Author/SV)

ED 343 760 RC 018 619

Nichols, Richard
Continuous Evaluation of Native Education Programs for American Indian and Alaska Native Students.
SPONS. AGENCY- Department of Education, Washington, DC. Indian Nations At Risk Task Force.
PUB DATE- 91
NOTE- 25p.; In: Indian Nations At Risk Task Force Commissioned Papers. See RC 018 612.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *American Indian Education; *Data Collection; Educational Testing; Elementary Secondary Education; *Evaluation Methods; Federal Programs; Participative Decision Making; *Program Evaluation; *Student Evaluation
IDENTIFIERS- *Naturalistic Evaluation; Stakeholders

This paper examined the history and current issues in the evaluation of the education of Native students. Although public schools are the principal providers of services to Native students, most programs receive the greater part of their funding from the Federal Government and are subject to federal evaluation. Previous federal evaluation efforts have focused on efficiency and cost effectiveness rather than on overall effects and program responsiveness to parent perceptions of their children's needs. Also, despite various data collection and analysis efforts at federal, state, and local levels, a national database on Native education does not exist. Coordination of data collection efforts will depend, in part, on agreement about tests of academic achievement. The public school system's reliance on standardized testing may hurt Native students, as several factors can bias these tests against them. Some educators suggest other indicators of learning, such as assessment of skill mastery, student portfolios, and attitudinal measures. Providers, consumers, and monitors all "have a stake" in the continuous evaluation of Native education, but their evaluation needs differ. A naturalistic inquiry model of evaluation offers strategies that address the complex and culturally diverse realities and conflicting goals of Native education, and ensure that all stakeholders receive the information they need. These strategies rely heavily on information gathering and dissemination and include examination of each stakeholder group's views and interests, developing an understanding of different perspectives, consensus building, and negotiations. This paper contains 53 references. (SV)

ED 343 761 RC 018 620

Paul, Alice S.
Early Childhood Education in American Indian and Alaska Native Communities.

SPONS. AGENCY- Department of Education, Washington, DC. Indian Nations At Risk Task Force.
PUB DATE- 91
NOTE- 19p.; In: Indian Nations At Risk Task Force Commissioned Papers. See RC 018 612.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Alaska Natives; *American Indian Education; Bilingual Education; Child Development; Cultural Awareness; *Early Childhood Education; Educational Strategies; Parent Participation; *Parent School Relationship; *School Community Relationship; *Young Children
IDENTIFIERS- *Culturally Relevant Curriculum

The expansion of early childhood education for American Indians and Alaska Natives has reflected the trend in the larger society. While efforts are being made to improve early childhood care and education for all children, deeper issues must be considered by Native Americans. First among them is the long history of forced assimilation and attempted acculturation of Native Americans into the mainstream society. Native American children must be allowed to maintain their Native identities and retain the unique strengths embedded in their cultures. Programs for young Native children must be designed within the context of each child's culture, home language, and family. Successful programs encourage parent involvement, use parents and community members as resources, offer parents educational opportunities, and link home learning with school learning. The current definition of readiness focuses the blame for early school failure on the child. Instead, schools should support the culturally bound and individually determined readiness skills with which children come to school. Additional strategies for early childhood programs are: involving the community in curriculum development and educational policy formation; training more Native teachers and administrators through incentives and alternative certification procedures; supporting socioculturally relevant evaluation including cultural awareness courses in teacher training; hiring Native aides; increasing Head Start availability; and promoting Native language use. This paper contains 115 references. (SV)

ED 343 762 RC 018 621

Reyhner, Jon
Plans for Dropout Prevention and Special School Support Services for American Indian and Alaska Native Students.
SPONS. AGENCY- Department of Education, Washington, DC. Indian Nations At Risk Task Force.
PUB DATE- 91
NOTE- 19p.; In: Indian Nations At Risk Task Force Commissioned Papers. See RC 018 612.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Alaska Natives; *American Indian Education; American Indians; *Dropout Prevention; Dropout Programs; Dropouts; *Educational Strategies; Elementary Secondary Education; *High Risk Students; *School Holding Power

American Indian and Alaska Native students have the highest dropout rate among all ethnic or racial groups, about 30%. Many studies have focused on the supposed deficits of students who drop out, such as intelligence, school attendance, and parental income. Less attention has been given to the deficits of schools and teachers pushing out Native students. Research indicates several factors associated with higher dropout rates that are particularly critical for Native students: large factory-like schools, uncaring teachers, passive teaching methods, irrelevant curriculum, inappropriate testing, tracked classes, and lack of parent involvement. Beyond correcting these problems to prevent future dropouts, more must be done to help current dropouts. Such efforts include the General Educational Development (GED) program, community-based alcohol and drug abuse prevention programs, programs for teenage mothers, improving the image and content of vocational programs, and creating partnerships with business. Recommendations cover: teacher training in appropriate teaching methods; integrated culture-based curriculum; limiting school size; elimination of tracking; increasing science and mathematics classes; exploring alternatives to retention, suspension, and expulsion; providing K-12 day schools in Native communities that want them; promoting Native education departments; developing a Native teacher certification program acceptable in all Bureau of Indian Affairs schools; more funding for research in Native education; developing tribal curriculum and textbooks; and a national initiative to deglamorize alcohol and tobacco use. This paper contains 53 references. (SV)

ED 343 763 RC 018 622

Butterfield, Robin; Pepper, Floy

Improving Parental Participation in Elementary and Secondary Education for American Indian and Alaska Native Students.

SPONS. AGENCY- Department of Education, Washington, DC. Indian Nations At Risk Task Force.

PUB DATE- 91

NOTE- 75p.; In: Indian Nations At Risk Task Force Commissioned Papers. See RC 018 612.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Alaska Natives; *American Indian Education; American Indians; *Change Strategies; Demonstration Programs; Educational Legislation; Elementary Secondary Education; Literature Reviews; *Parent Participation; *Parent School Relationship; *Parent Student Relationship

Home and family are important predictors of student attitude and achievement. However, the coercive assimilation policies of the past have left a legacy of barriers between schools and Native parents. Parent participation in schools goes beyond a supportive role and includes activities influencing decision making. Key issues for Native parents include attitudes of teachers and other staff, school building conditions and learning environment, alienation of students and parents from school, misunderstanding by the school of extended family dynamics, and the sparsity and cultural isolation of urban American Indians. Additional community and family factors inhibiting parental involvement include dysfunctional families, poverty, illiteracy, and drug and alcohol abuse. According to research, parent participation in any form improves parent attitudes and behavior, as well as student achievement, attendance, motivation, self-esteem, and behavior. A literature review describes Native cultural influences on student learning, traditional values, child rearing practices, learning styles, and self-esteem issues. Effective activity-oriented model programs are discussed that improve personal relationships between parents and students or teachers. Federal legislation is described that encourages local school districts to consult with Native parent groups. Strategies are outlined, in which schools begin to change their images to centers of advocacy for parents and children, and state and federal agencies encourage the participation of Native parents. This paper contains 100 references. (SV)

ED 343 764 RC 018 623

Skinner, Linda
Teaching through Traditions: Incorporating Native Languages and Cultures into Curricula.
SPONS. AGENCY- Department of Education, Washington, DC. Indian Nations At Risk Task Force.
PUB DATE- 91
NOTE- 32p.; In: Indian Nations At Risk Task Force Commissioned Papers. See RC 018 612. Circle Chart missing from page 20.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Alaska Natives; *American Indian Culture; *American Indian Education; American Indian History; *American Indian Languages; American Indians; *Bilingual Education; Cultural Education; *Educational Strategies; Elementary Secondary Education; Federal Legislation; Language Maintenance; Language of Instruction
IDENTIFIERS- *Culturally Relevant Curriculum

Ethnocentrism has permeated the European-American educational establishment for nearly 500 years. Native students have been subjected to a barrage of assimilation tactics designed to destroy their cultures and languages. Only 206 Native languages remain (about a third of the original number), and about 50 of these are near extinction. Language destruction promotes cultural disintegration. Among the factors contributing to the poor academic achievement of Native students are cultural differences between home and school, ignorance of Native culture among school staff, differences in language and values between teachers and students, culturally based Native learning styles, and culturally biased testing. Community participation and community control of education are critical to developing culturally relevant curricula and making education responsive to Native students' needs. Communities and educators can draw on the experiences of other tribes that have developed successful programs incorporating the local linguistic and cultural context. Other strategies include: community involvement in curriculum revision and instructional materials selection; tribal education codes and board of education policies that are consistent with state and federal goals; textbook review; teacher education programs that prepare teachers to work with culturally and linguistically diverse populations; integrating Native history into the core curriculum; encouraging participation of elders and intergenerational learning experiences; and empowering students to become environmental stewards. This paper contains 56 references. (SV)

ED 343 765 RC 018 624

Berg, Paul K.; Ohler, Jason

Strategic Plans for Use of Modern Technology in the Education of American Indian and Alaska Native Students.

SPONS. AGENCY- Department of Education, Washington, DC. Indian Nations At Risk Task Force.

PUB DATE- 91

NOTE- 27p.; In: Indian Nations At Risk Task Force Commissioned Papers. See RC 018 612.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Alaska Natives; *American Indian Education; American Indians; *Computer Uses in Education; *Distance Education; Educational Innovation; *Educational Technology; Elementary Secondary Education; *Foundations of Education; Multimedia Instruction

IDENTIFIERS- Paradigm Shifts

The American school system is an invention of the Industrial Revolution. Schools were organized like industries to train workers for an industrial society. The resulting large, low-context, industrial schools institutionally discriminate against Native students. Also antagonistic to Native students is the dogma of Western science, a reductionist model that accepts only observable, quantifiable, replicable information as valid. However, the technology of industrial education has reached its upper limit of performance and is proving inadequate to meet the expectations of society. On the horizon is a new educational paradigm, a new way of viewing reality, supported by new technological tools. These tools include local area computer networks, integrated learning systems, CD-ROM technology, computer managed instruction, computer assisted instruction, multimedia systems, statewide and other large scale computer information systems and databases, and distance education technologies. Ten distance education delivery systems are outlined, and 11 Native American distance education programs or networks are described. Teacher and administrator training in technology techniques are discussed. Reasons for which Native groups are turning to technology-assisted solutions to educational problems include: gaining skills to compete in mainstream culture; maintaining traditional knowledge or blending it with contemporary understanding of the world; strengthening Native cultural identity; organizing as a Native community across tribal lines and geographic distance; sharing Native culture as an educational or artistic product; and teaching non-Natives about Native culture. This paper contains over 150 references. (SV)

ED 343 766 RC 018 625

Brown, Gerald L.

Reading and Language Arts Curricula in Elementary and Secondary Education for American Indians and Alaska Natives.

SPONS. AGENCY- Department of Education, Washington, DC. Indian Nations At Risk Task Force.
PUB DATE- 91
NOTE- 36p.; In: Indian Nations At Risk Task Force Commissioned Papers. See RC 018 612.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Alaska Natives; *American Indian Education; American Indians; *Bilingual Education; Educational Strategies; Elementary Secondary Education; English (Second Language); Language Acquisition; *Language Arts; *Reading Instruction; *Second Language Instruction; Second Language Learning; *Teaching Methods

Native students rank far below norms in reading, language arts, and language arts related subjects. This paper reviews the literature to address strategic plans for reading and language arts curricula for Native students. An overview is presented of theories of first and second language acquisition and learning, stages of language development, and the influence of the learning environment. Second language instruction framed in current theory includes the comprehension, communicative, holistic or integrated, and natural approaches. Instruction and student evaluation are described for the total physical response method. Content-based instructional approaches and the relationship between academic competency and second language (English) competency are discussed, including: the academic needs of Native students; the importance of the nature of the text, the nature of the reader, and the interaction between text and reader in reading instruction for Native students; major impediments facing Native students as they learn to read in English; and methods of overcoming these impediments. Also discussed are the language experience approach and its effectiveness with Native students, adapting the basal reader, integrating the language arts, and the whole language approach. Specific instructional strategies that have proven effective for Native students are offered: analyzing the language complexity of the learning task; providing contextual cues; peer interaction and cooperative learning experiences; modifying lessons or providing alternative activities for limited English proficient students; incorporating comprehension checks; using preview and review techniques; making the text comprehensible; and adapting content. This paper contains 44 references. (SV)

Preston, Vera
Mathematics and Science Curricula in Elementary and Secondary Education for American Indian and Alaska Native Students.
SPONS. AGENCY- Department of Education, Washington, DC. Indian Nations At Risk Task Force.
PUB DATE- 91
NOTE- 18p.; In: Indian Nations At Risk Task Force Commissioned Papers. See RC 018 612.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *American Indian Education; American Indians; Cooperative Learning; *Demonstration Programs; *Educational Strategies; Elementary Secondary Education; Experiential Learning; Higher Education; Mathematics Education; *Mathematics Instruction; Science Education; *Science Instruction; Teacher Education; *Teaching Methods
IDENTIFIERS- Culturally Relevant Curriculum

Issues related to the improvement of mathematics and science education pertain to Native students as well as to the general population. Native students are most successful at tasks that use visual and spatial abilities and that involve simultaneous processing. Instruction should build on Native students' strengths. Experiential learning and cooperative learning are two methods that are particularly effective with Native students in improving student attitudes and problem-solving abilities and reducing mathematics anxiety. Storytelling techniques can be used to develop culturally relevant problems. Career days show students the uses of mathematics in the real world. Curriculum development strategies include establishing the relationships and connections between mathematics and other subjects, and incorporating culturally relevant materials, such as Maya or Inca mathematics and science. Strategies of exemplary programs include summer math camps for Native students, summer institutes to improve teacher instructional skills and methods, after-school and summer enrichment activities in science and engineering, instructional materials developed to accompany a science series on public television, magnet schools, after-school college preparatory courses in mathematics, and parent resource centers. Recommendations are offered related to instructional methods, program development, and federal funding. This paper contains over 130 references. (SV)

ED 343 768 RC 018 627

Harvey, Karen
History and Social Studies Curricula in Elementary and Secondary Schools.

SPONS. AGENCY- Department of Education, Washington, DC. Indian Nations At Risk Task Force.
PUB DATE- 91
NOTE- 30p.; In: Indian Nations At Risk Task Force Commissioned Papers. See RC 018 612.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *American Indian Education; *Curriculum Development; Curriculum Problems; *Educational Objectives; *Educational Strategies; Elementary Secondary Education; *Multicultural Education; *Social Studies; Teaching Methods

Although the social studies curriculum is ambiguous, controversial, and value-laden, the goal of self-determination demands that Native students acquire certain knowledge and skills in this curriculum area. Of particular interest to Native education are social studies encompassing global education, multicultural education, ethnic studies, and cultural studies. Challenges faced by social studies curricula include inaccurate and biased textbooks, development of active and relevant teaching methods, and development of curriculum for and about all students. Social studies may be taught to satisfy a variety of purposes: transmission of traditional American citizenship values; personal development; development of critical and reflective thinking skills; social science education; and development of skills needed for rational decision-making and social action. This last objective has great significance for Native education since such skills would prepare students to deal effectively and responsibly with Native issues. Recommendations relate to curriculum content, national commissions on social studies and Native studies, a national Native curriculum clearinghouse, funding, and coordination among professional organizations. An outline is presented of specific desired objectives for mastery of social studies knowledge and skills, experience outcomes, values outcomes, and attitudinal outcomes. The development of these outcomes into course content and a K-12 scope and sequence for units of study is discussed. Also discussed are classroom environment, Native learning styles, teaching methods, student grouping, instructional materials, alternative methods of evaluation, and exemplary programs. This paper contains 38 references. (SV)

ED 343 769 RC 018 628

Tonemah, Stuart
Gifted and Talented American Indian and Alaska Native Students.
SPONS. AGENCY- Department of Education, Washington, DC. Indian Nations At Risk Task Force.
PUB DATE- 91
NOTE- 19p.; In: Indian Nations At Risk Task Force Commissioned Papers. See RC 018 612.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academically Gifted; Alaska Natives; *American Indian Education; American Indians; Elementary Secondary Education; *Gifted Disadvantaged; *Special Education; Student Evaluation; Student Participation; *Student Placement; *Talent Identification; Test Bias

Native American tribes have a critical need for effective leadership, which can be found in the brightest of their youth. However, the focus of federal and state Native programs has been to provide remedial education. Historically, Native students at federal boarding schools did not perform at high levels because of low teacher expectations, little opportunity, and peer pressure. Conformity to mainstream norms is still a problem for Native students who struggle with being Native and gifted, as well as with poverty, isolation, and the usual identity problems of adolescence. Within the school system, the major barrier to Native participation in gifted programs is assessment procedures that are biased racially, ethnically, and culturally. The extensive reliance on biased standardized tests effectively precludes the identification of gifted students who have experiential deprivations or limited English language development. A multicultural or culture-specific approach to identification would use multiple criteria that assess acquired skills, tribal and cultural understanding, human and personal qualities, and aesthetic abilities. Nineteen gifted and talented projects and programs for Native students are described. The scarcity of such programs makes program effectiveness essential. The Native community must be involved in designing, implementing, and evaluating the program. More Native teachers are needed to teach this student population, to conduct training programs for educators and parents, and to encourage parent involvement in gifted programs. This paper contains over 100 references. (SV)

ED 343 770 RC 018 629

Johnson, Marilyn J.

American Indians and Alaska Natives with Disabilities.

SPONS. AGENCY- Department of Education, Washington, DC. Indian Nations At Risk Task Force.
PUB DATE- 91
NOTE- 43p.; In: Indian Nations At Risk Task Force Commissioned Papers. See RC 018 612.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Alaska Natives; *American Indian Education; American Indians; *Curriculum Development; *Disabilities; *Educational Diagnosis; Elementary Secondary Education; *Special Education; Special Needs Students; *Student Evaluation; Student Placement; Teaching Methods
IDENTIFIERS- Bilingual Special Education; Education for All Handicapped Children Act

American Indian and Alaska Native children with special needs experience the same ineffective and inefficient services as other minority language children. This paper discusses the special needs of Native children, assessment and curriculum issues, and recommendations for improvement. It provides statistics for various categories of handicaps and for Native preschool children, school-aged children, and adults. Some conditions affecting Native children at high rates are described: learning disabilities, fetal alcohol syndrome, communication disorders, hearing impairments, and meningitis. Support for the education of disabled persons has been secured through legislation, particularly P.L. 94-142, which outlines procedures for screening, referral, assessment, placement, and staffing. Nevertheless, assessment practices have been criticized. Particularly relevant for Native students are criticisms related to cultural and linguistic test bias, the creation of self-fulfilling prophecies, and the widespread use and misuse of standardized tests. Alternative assessment practices include academic task analysis, pluralistic assessment, culture-fair procedures, an advocacy-oriented model, and addition of a sociocultural dimension. Curriculum issues and recommendations are related to bilingual special education, the Regular Education Initiative, early childhood education, reading instruction, mathematics instruction, and functional life skills. Also discussed are teacher shortages, parent and community involvement, the need for preschool programs, and future Native programming needs. This paper contains over 150 references. (SV)

ED 343 771 RC 018 630

Wright, Bobby

American Indian and Alaska Native Higher Education: Toward a New Century of Academic Achievement and Cultural Integrity.

SPONS. AGENCY- Department of Education, Washington, DC. Indian Nations At Risk Task Force.
PUB DATE- 91
NOTE- 16p.; In: Indian Nations At Risk Task Force Commissioned Papers. See RC 018 612.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Persistence; Alaska Natives; *American Indian Education; American Indians; Change Strategies; *College Students; Culture Conflict; *Educational Environment; Educational History; *Enrollment Trends; *Higher Education; Student Attrition

This paper reviews the history of higher education for Native Americans and proposes change strategies. Assimilation was the primary goal of higher education from early colonial times to the 20th century. Tribal response ranged from resistance to support of higher education. When the Federal Government began to dominate Native education in the late 19th century, the emphasis on higher education gave way to vocational training. The New Deal of the 1930s renewed government support for Native higher education. Native enrollment increased dramatically, but, nevertheless, was only one percent of the Native population by 1966. A shift to Native control of education was marked by the development of 24 tribally controlled community colleges. Enrollment growth leveled off during the 1980s, and Native Americans remain among the least educated ethnic groups in the nation. Low enrollment rates and high attrition rates contribute to low college graduation rates and even lower rates of participation in graduate programs. Most Native college students attend public institutions, and over half attend two-year colleges. Less than half attend fulltime. Native participation in higher education is inhibited by persistent barriers to access, retention, and graduation, such as: inadequate academic preparation, insufficient financial support, unsupportive institutional climate, lack of Native role models, and cultural influences on student adjustment. Strategies to improve conditions for Native higher education include federal programs for disadvantaged students, private training and financial aid programs, formation of cultural centers and support groups on campuses, and collaboration with Native communities. This paper contains 38 references. (SV)

ED 343 772 RC 018 631

Houser, Schuyler
Underfunded Miracles: Tribal Colleges.
SPONS. AGENCY- Department of Education, Washington, DC. Indian Nations At Risk Task Force.
PUB DATE- 91
NOTE- 17p.; In: Indian Nations At Risk Task Force Commissioned Papers. See RC 018 612.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *American Indian Education; College Students; *Community Colleges; Community Control; *Financial Support; Foreign Countries; Higher Education; *Institutional Characteristics; *Intercollegiate Cooperation; Outcomes of Education; *School Community Relationship; School Holding Power; Student Recruitment
IDENTIFIERS- American Indian Higher Education Consortium; *Tribally Controlled Schools

Tribal colleges are attracting, retaining, and educating a new population of Native students. These 24 institutions are characterized by their location on reservations, governance by local boards, dedicated faculty and administrators, intercollegiate cooperation and collaboration, frugal management of material resources, and the central role of Native spiritual and cultural values. Local control has been a basic premise of the tribal college movement, and has shaped individual colleges to meet the needs and preferences of their communities. Facing similar problems, founders of the first tribal colleges formed the American Indian Higher Education Consortium (AIHEC). AIHEC provides networks for faculty, administrators, and students, and has addressed itself to legislative advocacy, fundraising, faculty and staff development, and sharing of resources. Nontraditional students are the norm, and students are predominantly female, older, residentially isolated, and poor, with a high school equivalency diploma and family responsibilities. Successful student recruitment and retention are related to the accessibility and accountability of these institutions to their communities, simultaneous enrollment of family members, good teacher-student relationships, financial aid, student support services, and good institutional social climate. Curriculum, educational philosophy, teaching styles, and teaching methods vary between colleges, reflecting community needs and values. Successful educational outcomes include graduates having high employment rates, continuing on to higher degrees, and getting off federal assistance and welfare, as well as community economic development outcomes. However, federal funding is inadequate and shrinking. Increasing federal and state aid and private and corporate support are recommended. (SV)

ED 343 773 RC 018 632

Hatch, John

American Indian and Alaska Native Adult Education and Vocational Training Programs: Historical Beginnings, Present Conditions and Future Directions.

SPONS. AGENCY- Department of Education, Washington, DC. Indian Nations At Risk Task Force.
PUB DATE- 91
NOTE- 24p.; In: Indian Nations At Risk Task Force Commissioned Papers. See RC 018 612. Data in Figure 1 (page 10) are missing.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adult Basic Education; *Adult Vocational Education; *American Indian Education; Educational History; *Educational Legislation; Federal Aid; *Federal Indian Relationship; Federal Legislation; *Financial Support
IDENTIFIERS- Bureau of Indian Affairs; Tribally Controlled Education

The success of Native adult education and vocational training programs is linked to the economic health of Native communities. Reports since 1923 document the failure of Federal Government programs in producing educated Native adults and the inadequacy of adult education delivery systems. An array of federal legislation has attempted to increase educational and vocational opportunities for Native adults. The Adult Education Act and the Carl D. Perkins Vocational Education Act provide funds to the states to operate adult educational and vocational training programs. Direct funding is provided to Native communities for program development by the Indian Education Act, the Indian and Hawaiian Natives Vocational Education Program, the Joint Training Partnership Act, the Family Support Act, and several Bureau of Indian Affairs (BIA) programs. However, both the BIA and the Department of Education appear caught between serving the needs of Native communities and giving way to federal demands to reduce expenditures. In addition, neither agency has been able to resolve issues of sovereignty and self-determination with the tribal governments that they serve. Recommendations include the development of a national database on Native demographic data, changing the Indian Priority System to ensure consultation with Native governments, the development of model Native adult education programs, funding and technical assistance for tribal education departments, requiring the BIA to comply with federal law on funding of Native vocational education, and reworking the Indian Education Act grant formula. This paper contains 20

references. (SV)

ED 343 774   RC 018 633

Beaulieu, David

A Concluding Prospectus on Change and Development for Native Education.

SPONS. AGENCY- Department of Education, Washington, DC. Indian Nations At Risk Task Force.

PUB DATE- 91

NOTE- 11p.; In: Indian Nations At Risk Task Force Commissioned Papers. See RC 018 612.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *American Indian Education; *Change Strategies; Community Involvement; *Educational Change; Educational Cooperation; Educational Policy; *Educational Strategies; Elementary Secondary Education; Federal Aid; Financial Support; *Public Schools

IDENTIFIERS- Tribally Controlled Education

The education of American Indians and Alaska Natives is undertaken predominantly by state controlled and operated public school districts. With 90% of all Native students attending state public schools, significant efforts at improving Native education must focus on state governance and on the issue of change and development as a public school concern. Despite the innovation and creative approaches in Native education grant programs within public schools, these programs have had little influence on the core instructional practices in most public schools. Reforming public education to meet the needs of Native learners means realigning all school system resources and programs rather than depending on special grant programs and Native-operated alternative schools. Recommended strategies include: increasing parent and community involvement in all aspects of school district programs, policies, and procedures; requiring states and school districts to develop comprehensive plans for Native education in order to receive federal funding; developing tribal-state education agreements; developing model regional Native Resource Centers within tribal schools to enhance cooperation between public and tribal schools; encouraging development of Native standards and criteria for the public education of Native students; making state revenue available to tribal schools without affecting the nature of tribal control; and making Impact Aid available to tribal schools. (SV)

ED 343 775 SE 052 141

Issue-Oriented Science Using CEPUP.

SPONS. AGENCY- California Univ., Berkeley. Board of Regents.
PUB DATE- Jan 91
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Chemistry; Conservation (Environment); *Controversial Issues (Course Content); Curriculum; Decision Making; Environmental Education; Hazardous Materials; High Schools; Intermediate Grades; Junior High Schools; Middle Schools; Plastics; *Process Education; Recycling; Resource Materials; *Science and Society; Science Education; Waste Disposal; Wastes

CEPUP in the Schools is a project of the Chemical Education for Public Understanding Program (CEPUP) at the Lawrence Hall of Science, University of California-Berkeley. CEPUP is a diverse educational program highlighting chemicals and their uses in the context of societal issues, so that learners experience the reality of science. This booklet gives an overview of the available modules developed for this program. CEPUP in the Schools materials are directed toward students in middle/junior high and high schools. The modules contain equipment and supplies produced by Lab-Aids and printed matter published by Addison-Wesley. An activity overview and conceptual overview are given for the following modules: (1) "Chemical Survey & Solutions and Pollution"; (2) "Risk Comparison"; (3) "Determining Threshold Limits"; (4) "Investigating Groundwater: The Fruitvale Story"; (5) "Toxic Waste: A Teaching Simulation"; (6) "Plastics in Our Lives"; and (7) "Investigating Chemical Processes: Your Island Factory." The conceptual overview includes the chemistry concepts, processes, and societal issues covered in that particular module. The activity overview describes the activities that are part of the module. Ordering information and the prices for each module are provided. (KR)

ED 343 776 SE 052 278

Silver, Edward A.; Lane, Suzanne
Assessment in the Context of Mathematics Instruction Reform: The Design of Assessment in the QUASAR Project.
PUB DATE- Apr 91
NOTE- 12p.; Paper presented at the Meeting of the International Commission on Mathematical Instruction on Assessment in Mathematics Education and Its Effects (Calogne, Spain, April 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Economically Disadvantaged; Educational Strategies; Elementary School Mathematics; *Evaluation; Instructional Development; *Instructional Improvement; Intermediate Grades; Junior High Schools; Mathematics Education; *Mathematics Instruction; Mathematics Tests; *Middle Schools; Poverty; Program Descriptions; *Program Development; Teaching Methods
IDENTIFIERS- *Mathematical Power; Mathematics Education Research; Middle School Students; QUASAR Project (Mathematics Education)

Recent reports on mathematics education reform have focused the attention of educational practitioners and policymakers on new goals for mathematics education and new descriptions of mathematical proficiency. QUASAR is a national project (Quantitative Understanding: Amplifying Student Achievement and Reasoning) designed to improve the mathematics instructional program for students attending middle schools, grades 6 through 8, in economically disadvantaged communities. QUASAR is a complex research study of educational change and improvement, in which a major effort will be made to study carefully different approaches to unblocking the path to mathematical power for poor students. Parallel goals for the study are: to ascertain conditions that appear conducive to mathematical success; to derive pedagogical principles for effective mathematics instruction for middle school students; to describe effective instructional programs that are adaptable to other schools; and to devise new assessment tools to measure growth in higher order thinking, reasoning, and communication as they relate to school mathematics. Included in this report are: (1) an introduction that describes the purpose, the rationale, and the goals of this project; (2) a discussion of the educational considerations and mathematical conceptualizations underlying the proposed methods of assessment for mathematical proficiency; (3) a discussion of construct-irrelevant test variance as a data-gathering consideration for the assessment of mathematical proficiency; (4) a discussion of the development of specifications for the assessment tasks in terms of focus and components; (5) a discussion of the specifications encompassing the scoring rubrics within the assessment procedures; and (6) a list of sample tasks and administrative information. (15 references) (Author/JJK)

ED 343 777 SE 052 287

Let's Reduce and Recycle: Curriculum for Solid Waste Awareness.
Lesson Plans for Grades K-6 and 7-12. Revised.

PUB DATE- Aug 90
NOTE- 146p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Conservation (Environment); Curriculum Guides; Elementary School Science; Elementary Secondary Education; Illustrations; Natural Resources; *Pollution; *Recycling; *Science Activities; Science Education; Secondary School Science; *Wastes

The purpose of this guide is to educate young people about the problems associated with solid waste. The activities encourage them to think about options for reducing the amount of waste they generate and how they can help by recycling and learning about other waste management alternatives. The lesson plans deal specifically with garbage and recycling, but in so doing encompass such broad areas as social and economic issues, natural resources and natural cycles, and a variety of pollution problems. Immediately following the Introduction are two short sections that are useful in carrying out the lesson plans. The first, Developing a Community Profile, will help students form a basis on which to make activities more relevant to their interests. The second, Clip Art for Source Reduction/Recycling Activities, will help teachers get started with some graphics ideas. The main body of the guide is divided into two sections: one for grades kindergarten through 6, and one for grades 7 through 12. The activities have been designed to give the teacher maximum flexibility. Each activity begins with an objective, and most introduce new vocabulary, which is defined in the glossary at the back of the guide. The first section contains 28 activities and the second 36 activities that are divided into units entitled: (1) "What is Waste?"; (2) "Where Does Waste Go?"; (3) "How Does Waste Affect Our Resources?"; (4) "How Can We Produce Less Waste?"; and (5) "What Can We Do About Waste?" Also, at the back of the guide are: a short skit about waste through the ages called "Throwaway Three," which can be performed by any grade level; addresses of state solid waste agencies; a list of information sources; and a material evaluation form. (KR)

ED 343 778 SE 052 294

Gerber, Samuel M., Ed.

Chemistry and Crime: From Sherlock Holmes to Today's Courtroom.

PUB DATE- 83
NOTE- 158p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Books (010)
DESCRIPTORS- *Chemistry; Chromatography; Crime; *Criminology; *Fiction; Higher Education; Homicide; Human Body; Resource Materials; Science Activities; Science Education; Secondary Education
IDENTIFIERS- *Forensic Science; Sherlock Holmes

The application of the principles of chemistry both for committing crimes and for tracking down criminals interests audiences of all ages and walks of life. This interest is the reason for the long-standing popularity of fictional works that describe crimes made possible by the criminal's knowledge of chemistry and crimes solved by the sleuth's knowledge of chemistry. The first section of this book presents three chapters on chemistry in fictional crimes. A discussion of the influences of Arthur Conan Doyle's medical school professors on his fiction opens the book. In the next chapter, Dorothy L. Sayers' extensive knowledge of chemistry is displayed through an examination of three of her works. Various methods used for testing blood in 1875 are presented in the last chapter of this section. The second section contains chapters that discuss the present state of the art. The first two chapters in this section detail recent changes in the field of forensic science and provide definitions, explanations, and a short history of forensic science and criminalistics. The chemical composition and analysis of bullets anw the uses of this information in some famous murder cases, such as the assassination of John F. Kennedy are then discussed. Bloodstain analysis is the subject of the next two chapters: one on case histories and one on serological and electrophoretic techniques. The last chapter presents results of a 2-year study of four police jurisdictions to determine the kinds of physical evidence collected and used in typical criminal investigations. (KR)

ED 343 779 SE 052 354

Barman, Charles R.; And Others
Integrating Science into the K-8 Curriculum of Deaf Children.
Final Report to the Indiana Commission for Higher Education.

PUB DATE- Aug 91
NOTE- 67p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Development; Critical Thinking; Disabilities; Elementary Education; *Hearing Impairments; *Inservice Teacher Education; *Integrated Activities; *Learning Processes; Motivation; Program Descriptions; *Science Curriculum; Science Education; Student Attitudes; *Teaching Methods; Workshops

A project developed, delivered, and evaluated a science inservice program for K-8 teachers of hearing impaired children. Twenty-five participants were selected for this project from a pool of 200 licensed hearing impaired teachers in the State of Indiana. The inservice program included a 5-day summer session and two follow-up workshops during the academic year. The summer session consisted of hands-on science activities, round table discussions, and lecture presentations focusing on using the learning cycle in the classroom. In addition, participants were engaged in activities that fostered critical thinking. The results of this project evidenced increased use of the learning cycle approach to content areas besides science, increased student motivation to take responsibility for their own learning, and an increased understanding of science concepts and ideas by the students. (Author)

ED 343 780 SE 052 372

Pang, Laura J.
A Curricular Reform and Modernization Proposal for Internationalizing Engineering Education.
PUB DATE- Feb 89
NOTE- 63p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cross Cultural Training; Cultural Influences; *Curriculum Development; Economic Factors; *Engineering Education; Foreign Countries; Higher Education; *Intercultural Programs; *International Programs; *Internship Programs; Language Enrichment; Mathematics Education; Political Influences; Program Descriptions; Program Effectiveness; *Program Evaluation; Science Education; Second Languages; Social Influences
IDENTIFIERS- Asia Pacific Region; Latin America; Pacific Rim

The primary objective of this 3-year project was to introduce a new curriculum of international study into an engineering and applied sciences, single-purpose university with the curriculum focus on the social sciences and languages. The basic problem addressed by the project was that the engineering profession is exceptionally international in its cultural extent, yet most students have had no educational preparation in the practical knowledge about broad political, social, economic, and cultural realities of Third World countries and their languages. Included in this report are: (1) an executive summary; (2) the project overview listing objectives, funding, results, and implications; (3) a discussion of the purpose and rationale behind the genesis of this project; (4) a discussion of the background, the origins, and the priorities of this project; (6) a detailed description of this project in terms of curriculum development and international student internships; (7) the results of this project in terms of the evaluation for the extent to which the objectives were met and/or institutionalized; (8) a list of conclusions, the foremost of which emphasized that to build such a program in specific areas of institutional strength and expertise requires careful long-range planning; and (9) appendices which include documents related to curricular development, outside evaluation formats, international internships, and promulgation of project results. (JJK)

ED 343 781 SE 052 415

Willoughby, Stephen S.; Weinberg, Sharon L.
K-6 Supplementary Mathematics Materials for a Technological Society: Final Project Report.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Feb 91
NOTE- 100p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Calculators; *Computer Assisted Instruction; Elementary Education; Elementary School Mathematics; Instructional Material Evaluation; *Material Development; Mathematical Concepts; Mathematics Achievement; Mathematics Education; Mathematics Materials; *Mathematics Tests; Preservice Teacher Education; Pretests Posttests; *Program Descriptions; Student Attitudes; *Technological Literacy
IDENTIFIERS- Mathematics Education Research

The purpose of this project was to develop and field test supplementary mathematics curriculum materials that could be used in a typical school setting to introduce elementary school children to calculators and computers in the process of solving everyday mathematical problems. The materials were designed to help teachers: (1) familiarize children with the technology and promote its spontaneous and competent utilization; (2) foster the appropriate applications of technology; (3) encourage and instill positive attitudes toward technology on the part of children; and (4) teach traditional and non-traditional mathematical topics more effectively. Part 1 is the final report from the project director and includes the purpose, the outline of the procedures, the results, the end products, and conclusive recommendations. Part 2 contains the final evaluation reports from four different sites in the United States that participated in this project: New Rochelle, Brooklyn, and Newburgh, New York; and Tucson, Arizona. Each final evaluation report contains an introduction, a pre-service workshop description, notes on the supplementary lessons, calculator lessons, and computer lessons, a synopsis of student growth in terms of achievement gains and attitude changes, and the impediments to implementation that were encountered. Part 3 consists of appendices which include a workshop evaluation form, a lesson evaluation form, a teacher interview encountered. Part 3 consists of appendices which include a workshop computer and calculator applications tests, and student attitude surveys about the technology utilized. (JJK)

ED 343 782 SE 052 420

Science Performance at Grades 8 and 12: Further Analysis of the 1988 Test Results.

PUB DATE- Jan 90
NOTE- 35p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Biology; Chemistry; *Cognitive Development; Developmental Stages; Earth Science; Females; Grade 8; Grade 12; *Learning Processes; Physics; Science Education; *Scientific Literacy; Secondary Education; Space Sciences; Vocational Education
IDENTIFIERS- *Massachusetts Educational Assessment Program; *Science Achievement

The purpose of this report is to examine how well students in Massachusetts are meeting the Goals of Education, as measured by the Massachusetts Education Assessment Program (MEAP). The first section of this report defines various levels of proficiency and then compares different groups within the student population in terms of the percentages attaining each level. The various subgroups include all males and females in grades 8 and 12, students in college prep, general, and vocational-technical programs, and students for whom the highest science courses completed are either chemistry, biology, or physics. The next section describes areas of relative strength and weakness within science of different groups. The sub-areas of science include scientific literacy, life science, earth/space science, and physical science. Cognitive process levels that include knowledge/comprehension and application/higher order and scientific, personal, and technological, societal, and historical contexts are also examined. The report closes with a commentary on improving school science programs. (KR)

ED 343 783   SE 052 461

Goldin-Meadow, Susan; And Others
Transitions in Learning: Evidence for Simultaneously Activated Strategies.

SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, MD.
PUB DATE- Apr 91
NOTE- 20p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Development; *Cognitive Dissonance; *Concept Formation; *Elementary School Mathematics; Grade 4; Intermediate Grades; Mathematical Concepts; Mathematics Education; Mathematics Skills; Number Concepts; Problem Solving; *Thinking Skills
IDENTIFIERS- *Conceptual Change; *Conceptual Frameworks; Mathematics Education Research

Children rarely cite more than one strategy when asked to explain how they solved a particular arithmetic problem, hence their verbal explanations will not necessarily reveal whether they have considered multiple strategies on that problem. However, previous work has shown that, when asked to explain their performance on a task, children often use gestures along with their spoken explanations, and these gestures convey substantive information about the completion of that task which is different from the verbal information. While solving a primary, arithmetic task as part of this study, discordant children (n=7) who produced explanations with different strategies in gesture and speech, and concordant children (n=10) who produced explanations with a single strategy were both given a secondary task, or cognitive load. Discordant and concordant children alike produced the same number of correct responses on the primary task. However, as predicted, the discordant children expended more effort on the primary task due to the activation of two strategies, thereby reducing their capacity to perform on the secondary task in comparison with the concordant children. Discussion focuses on the suggestion that the transitional knowledge state with respect to conceptual attainment in the young learner appears to be characterized by multiple representations which are simultaneously held in the same mental space and are activated when the learner attempts to actively engage in problem solving. (JJK)

ED 343 784 SE 052 503

Science Alabama Course of Study. Bulletin 1988, No. 35.
PUB DATE- 88
NOTE- 318p.; For related documents, see SE 052 504-509.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Advanced Placement; Anatomy; Biology; Botany; Career Awareness; Chemistry; *Curriculum Development; Ecology; Elementary Secondary Education; Exceptional Persons; Genetics; Marine Biology; Microbiology; Physics; Physiology; Process Education; Research; Science Curriculum; Science Education; *Science Instruction; *Skill Development; Space Sciences; State Curriculum Guides; *Teaching Guides; Zoology
IDENTIFIERS- *Alabama

This document is an outline of concepts and skills that should be taught at each elementary grade level and for each secondary course in science. This document should be used in planning K-12 science curricula and should serve as a guide for teaching process skills. Separate formats are used for the Elementary Program in Science and the Secondary Program in Science in order that differing needs and time requirements for these grade levels may be met. The elementary level is designed to incorporate both the content and processes of science in order to ensure that students will be prepared for the future. This section is intended to: provide a well-planned, sequential program in the life, earth, and physical science; emphasize hands-on learning; employ clear, well-defined objectives; present knowledge and experiences that students can apply to their lives; and provide useful teacher guidelines for planning and directing science instruction. To assist the teacher, all skills in the program have been coded in relationship to their intended cognitive levels and the specific process skills emphasized. The secondary science curriculum offers the basic courses for the continuation of science as introduced and presented in the elementary grades. Emphasis is placed on the learning of science by involving students with "hands-on" and laboratory exercises. In addition to the standard courses offered in the secondary curriculum, there are course descriptions for studies in a variety of more specialized fields. Courses in the secondary curriculum are designed on a two-semester format. Recommended time allotments are presented in order to ensure uniformity of the curriculum. Four appendices contain information on the following: (1) advanced placement courses; (2) career education in the science education program, instruction in ethics, moral values, and citizenship in science; (3) science for special education; and (4) time requirements for subject areas, and study habits, homework, and students responsibilities. (KR)

ED 343 785 SE 052 504

Science Curriculum Guide. Kindergarten. Bulletin 1989, No. 70.
PUB DATE- 89
NOTE- 161p.; For related documents, see SE 052 503-509.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Animals; Career Awareness; Chemistry; Earth Science; *Elementary School Science; *Experiential Learning; *Kindergarten; Light; Magnets; Physics; Plants (Botany); Primary Education; *Science Activities; Science Education; Solar Energy; State Curriculum Guides; Weather
IDENTIFIERS- *Alabama

The purpose of this curriculum guide is to help teachers implement the Alabama Course of Study: Science. The major emphasis of the guide is to provide student-oriented, hands-on activities that engage students in "sciencing" behaviors. This guide has two major components, the table of contents and the activities. The table of contents list by Roman numeral the units covered in kindergarten. Each unit is organized into topics that describe further the content of the grade level. The smallest organizers in the table of contents are the student outcomes that describe in detail what students are expected to learn about each topic. After each outcome, the reader is directed by page number to a classroom activity (or activities) that addresses the specific outcome. The second and largest component of the guide consists of classroom activities. Each activity begins with identifiers that summarize and introduce the activities. The identifiers are the Unit, Topic, and Outcome(s) addressed by the activity. Each activity contains a background section that provides teachers with information they may need to teach the activity effectively. Following the background, all materials needed for the activity are listed in a section entitled "Materials." Procedures for implementing the activity are outlined next. In some cases, extensions of an activity or source for an activity appear after the section on procedures. Units include the following: (1) "Animals"; (2) "Plants"; (3) "Air"; (4) "Solar Energy"; (5) "Weather and Seasonal Changes"; (6) "Matter"; (7) "Machines"; (8) "Magnets"; and (9) "Contributions and Careers in Science." (KR)

Science Curriculum Guide. Grade 1. Bulletin 1989, No. 71.
PUB DATE- 89
NOTE- 107p.; For related documents, see SE 052 503-509.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Animals; Astronomy; Career Awareness; Chemistry; Earth Science; *Elementary School Science; Environmental Influences; *Experiential Learning; *Grade 1; Light; Magnets; Physics; Plants (Botany); Pollution; Primary Education; *Science Activities; Science Education; Solar Energy; State Curriculum Guides; Weather
IDENTIFIERS- *Alabama

The purpose of this curriculum guide is to help teachers implement the Alabama Course of Study: Science. The major emphasis of the guide is to provide student-oriented, hands-on activities that engage students in "sciencing" behaviors. This guide has to major components, the table of contents and the activities. The table of contents list by Roman numeral the units covered in grade 1. Each unit is organized into topics that describe further the content of the grade level. The smallest organizers in the table of contents are the student outcomes that describe in detail what students are expected to learn about each topic. After each outcome, one or more page numbers direct the reader to a classroom activity (or activities) that addresses the specific outcome. The second and largest component of the guide consists of classroom activities. Each activity begins with identifiers that summarize and introduce the activities. The identifiers are the Unit, Topic, and Outcome(s) addressed by the activity. Each activity contains a background section that provides teachers with information they may need to teach the activity effectively. Following the background, all materials needed for the activity are listed in a section entitled "Materials." Procedures for implementing the activity are outlined next. In some cases, extensions of an activity or source for an activity appear after the section on procedures. Units include the following: (1) "Animals"; (2) "Plants"; (3) "Space"; (4) "Seasons and Weather"; (5) "Matter"; (6) "Energy and Machines"; (7) "Magnets"; and (8) "Contributions and Careers in Science." (KR)

ED 343 787 SE 052 506

Science Curriculum Guide. Grade 2. Bulletin 1989, No. 72.
PUB DATE- 89
NOTE- 178p.; For related documents, see SE 052 503-509.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Air Pollution; Animals; Career Awareness; Chemistry; Earth Science; *Elementary School Science; Endangered Species; *Experiential Learning; *Grade 2; Light; Magnets; Oceanography; Physics; Plants (Botany); Primary Education; *Science Activities; Science Education; Solar Energy; State Curriculum Guides; Water Pollution; Weather
IDENTIFIERS- *Alabama

The purpose of this curriculum guide is to help teachers implement the Alabama Course of Study: Science. The major emphasis of the guide is to provide student-oriented, hands-on activities that engage students in "sciencing" behaviors. This guide has to major components, the table of contents and the activities. The table of contents lists by Roman numeral the units covered in grade 2. Each unit is organized into topics that describe further the content of the grade level. The smallest organizers in the table of contents are the student outcomes that describe in detail what students are expected to learn about each topic. After each outcome, one or more page numbers direct the reader to a classroom activity (or activities) that addresses the specific outcome. The second and largest component of the guide consists of classroom activities. Each activity begins with identifiers that summarize and introduce the activities. The identifiers are the Unit, Topic, and Outcome(s) addressed by the activity. Each activity contains a background section that provides teachers with information they may need to teach the activity effectively. Following the background, all materials needed for the activity are listed in a section entitled "Materials." Procedures for implementing the activity are outlined next. In some cases, extensions of an activity or source for an activity appear after the section on procedures. Units include the following: (1) "Animals"; (2) "Plants"; (3) "Air"; (4) "Water and Oceanography"; (5) "Weather"; (6) "Heat and Light"; (7) "Magnets"; (8) "Matter and Energy"; and (9) "Contributions and Careers in Science." (KR)

ED 343 788 SE 052 507

Science Curriculum Guide. Grade 3. Bulletin 1989, No. 73.
PUB DATE- 89
NOTE- 204p.; For related documents, see SE 052 503-509.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Acoustics; Animals; Bacteria; Career Awareness; Chemistry; Earth Science; *Elementary School Science; Evolution; *Experiential Learning; Fungi; Geology; *Grade 3; Natural Resources; Paleontology; Physics; Plants (Botany); Primary Education; *Science Activities; Science Education; State Curriculum Guides; Temperature
IDENTIFIERS- *Alabama

The purpose of this curriculum guide is to help teachers implement the Alabama Course of Study: Science. The major emphasis of the guide is to provide student-oriented, hands-on activities that engage students in "sciencing" behaviors. This guide has two major components, the table of contents and the activities. The table of contents lists by Roman numeral the units covered in grade 3. Each unit is organized into topics that describe further the content of the grade level. The smallest organizers in the table of contents are the student outcomes that describe in detail what students are expected to learn about each topic. After each outcome, the reader is directed by page number to a classroom activity (or activities) that addresses the specific outcome. The second and largest component of the guide consists of classroom activities. Each activity begins with identifiers that summarize and introduce the activities. The identifiers are the Unit, Topic, and Outcome(s) addressed by the activity. Each activity contains a background section that provides teachers with information they may need to teach the activity effectively. Following the background, all materials needed for the activity are listed in a section entitled "Materials." Procedures for implementing the activity are outlined next. In some cases, extensions of an activity or source for an activity appear after the section on procedures. Units include the following: (1) "Animals"; (2) "Plants"; (3) "Fungi"; (4) "Microorganisms"; (5) "Solar System"; (6) "Resources of the Earth"; (7) "Machines"; (8) "Matter and Energy"; (9) "Sound"; and (10) "Contributions and Careers in Science." (KR)

ED 343 789   SE 052 508

Science Curriculum Guide. Grade 5. Bulletin 1989, No. 75.
PUB DATE- 89
NOTE- 352p.; For related documents, see SE 052 503-509.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Acoustics; Animals; Astronomy; Career Awareness; Chemical Reactions; Chemistry; Classification; Conservation (Environment); Earth Science; Electricity; *Elementary School Science; Endangered Species; Energy; *Experiential Learning; Geology; *Grade 5; Human Body; Intermediate Grades; Magnets; Natural Resources; Oceanography; Physics; Plants (Botany); *Science Activities; Science Education; Space Exploration; State Curriculum Guides; Weather
IDENTIFIERS- *Alabama

The purpose of this curriculum guide is to help teachers implement the Alabama Course of Study: Science. The major emphasis of the guide is to provide student-oriented, hands-on activities that engage students in "sciencing" behaviors. This guide has two major components, the table of contents and the activities. The table of contents lists by Roman numeral the units covered in grade 5. Each unit is organized into topics that describe further the content of the grade level. The smallest organizers in the table of contents are the student outcomes that describe in detail what students are expected to learn about each topic. After each outcome, a page number directs the reader to a classroom activity (or activities) that addresses the specific outcome. The second and largest component of the guide consists of classroom activities. Each activity begins with identifiers that summarize and introduce the activities. The identifiers are the Unit, Topic, and Outcome(s) addressed by the activity. Each activity contains a background section that provides teachers with information they may need to teach the activity effectively. Following the background, all materials needed for the activity are listed in a section entitled "Materials." Procedures for implementing the activity are outlined next. In some cases, extensions of an activity or source for an activity appear after the section on procedures. Units include the following: (1) "Organisms"; (2) "Growth and Maintenance"; (3) "Weather"; (4) "Oceanography"; (5) "The Land and Its Resources"; (6) "Space"; (7) "Matter and Energy"; (8) "Sound and Energy"; (9) "Production, Consumption, and Conservation of Energy"; and (10) "Contributions and Careers in Science." (KR)

ED 343 790 SE 052 509

Science Curriculum Guide. Grade 8. Bulletin 1989, No. 78.
PUB DATE- 89
NOTE- 278p.; For related documents, see SE 052 503-508.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Astronomy; Career Awareness; Chemical Reactions; Chemistry; Conservation (Environment); Disabilities; Earth Science; *Elementary School Science; Energy; *Experiential Learning; Geology; *Grade 8; Junior High Schools; Metric System; Natural Resources; Physics; Radiation; Safety; *Science Activities; Science Education; Space Exploration; State Curriculum Guides
IDENTIFIERS- *Alabama; Stars

The purpose of this curriculum guide is to help teachers implement the Alabama Course of Study: Science. The major emphasis of the guide is to provide student-oriented, hands-on activities that engage students in "sciencing" behaviors. This guide has two major components, the table of contents and the activities. The table of contents lists by Roman numeral the units covered in grade 8. Each unit is organized into topics that describe further the content of the grade level. The smallest organizers in the table of contents are the student outcomes that describe in detail what students are expected to learn about each topic. After each outcome, a page number directs the reader to a classroom activity (or activities) that addresses the specific outcome. The second and largest component of the guide consists of classroom activities. Each activity begins with identifiers that summarize and introduce the activities. The identifiers are the Unit, Topic, and Outcome(s) addressed by the activity. Each activity contains a background section that provides teachers with information they may need to teach the activity effectively. Following the background, all materials needed for the activity are listed in a section entitled "Materials." Procedures for implementing the activity are outlined next. In some cases, extensions of an activity or source for an activity appear after the section on procedures. In addition, this curriculum guide include appendices that provide statements concerning classroom environment, Alabama's law relating to safety goggles, and the National Science Teachers Association position statements that address the issues of use of animals in the classroom, liability of teachers for lab safety and field trips, use of the metric system, science for the handicapped, and the importance of earth science education. Units include the following: (1) "Introduction--Scientific Investigations vs. Application, Metric System, Career Opportunities, and Laboratory Safety"; (2) "The Universe Overview"; (3) "Stars"; (4) "Our Solar System"; (5) "Space Exploration"; (6) "Earth"; and (7) Current Trends in Earth and Space Science." (KR)

ED 343 791 SE 052 511

Dinosaurs and Power Plants. Energy from the Past for the Future. Teacher's Lesson Plan and Activity Guide; Teacher's Guide Supplement of Reproducible Graphics.

PUB DATE- Aug 90
NOTE- 296p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Conservation (Environment); *Energy Education; Environmental Education; *Fuels; Futures (of Society); Interdisciplinary Approach; Intermediate Grades; Junior High Schools; *Natural Resources; Planning; Pollution; Problem Solving; Resource Materials; Science Curriculum; Science Education; *Utilities
IDENTIFIERS- *Dinosaurs; *Fossil Fuels

This teacher's guide and its accompanying supplement were prepared for use with the U.S. Department of Energy's Dinosaurs and Power Plants, a publication designed for students in grades 5-8 about the history, detection, extraction, transportation, use, environmental problem/solutions, and future of fossil energy. The study of energy science shows the close interrelationships of all creatures and phenomena. Therefore, attempts have been made to incorporate information in all three documents (publication, teacher's guide, and supplement) that involves history, geography, geology, biology, language studies, etc. Although the text of the teacher's guide closely follows "Dinosaurs and Power Plants," some additional or more explicative information is included in the guide for teachers to use in classroom discussions. The suggested lesson introduction methods and follow-up activities encourage the student to use or develop skills of leadership, deduction, communication, organization, socialization, observation, interpretation, and creativity. The guide is divided into five lessons about fossil fuels: (1) "Importance and Formation"; (2) "Discoveries and Uses"; (3) "Detection, Extraction, and Transportation"; (4) "Environmental Problems/Solutions"; and (5) "Energy for the Future." The first page of each lesson plan shows a summary of the key questions to be covered, the lesson objectives, time allotment, and suggested materials to be used. The second (and sometimes third) page of each lesson plan suggests one or two methods for introducing the lesson topic. Key questions are answered by the italicized text seen with brackets on the right side of the page. The graphics point out a picture or series of pictures that can be used with a particular portion of the lesson text. Boxes are used in the guide to provide additional information, offer suggestions for activities or graphics, or show needed materials. Student activities are offered at the end of each lesson plan. "Student Activity Options" are listed that can be performed in class at the time of the lesson. "Student Follow-Up or Extension Options" that can be done as homework, classroom activities separate from the lesson, or as refresher activities in the days or months following the lesson series are also provided. The supplement contains 8 1/2" x 11" versions of the graphics and materials mentioned in the teacher's guide. The materials in the supplement are presented in the five lesson plan format followed in the teacher's guide. Materials in the supplement may be used for vu-graphs, bulletin boards, reproduction for individual student use, or any classroom activity. (KR)

ED 343 792 SE 052 523

Improving Science Education for Vocational Completers.

SPONS. AGENCY- Southern Regional Education Board, Atlanta, Ga.
PUB DATE- 90
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Course Content; Educational Change; High Schools; *Science and Society; Science Education; *Science Instruction; *Scientific Literacy; Teaching Methods; *Vocational Education
IDENTIFIERS- National Assessment of Educational Progress; *Science Achievement

More than half of the high school students in the United States are in general and vocational programs. Students who complete vocational programs, however, score significantly lower on science achievement tests than do students in the academic curriculum nationwide. As work in business and industry becomes more technologically based, the differences between vocational and academic learning must be drastically reduced. The Southern Regional Education Board (SREB)-State Vocational Educaton Consortium's goals to raise significantly the basic competencies--mathematics, science, and communications--of students pursuing vocational studies at the secondary level must be achieved. This document discusses: (1) those goals; (2) strategies for raising science achievement; (3) the current science achievement of vocational completers using data from the 1988 National Assessment of Educational Progress tests in science, mathematics, and reading; (4) current conditions of science education for vocational completers; and (5) the challenges that face vocational and academic teachers. (KR)

ED 343 793 SE 052 524

Kober, Nancy
What We Know about Mathematics Teaching and Learning. EDTALK.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jun 91
NOTE- 72p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies (131)
DESCRIPTORS- Attitudes; Calculators; Computers; Computer Uses in Education; Cooperative Learning; Curriculum Development; Elementary Secondary Education; Evaluation; Experiential Learning; Gifted; Instructional Materials; Integrated Curriculum; Learning Strategies; *Learning Theories; Limited English Speaking; Manipulative Materials; *Mathematics Achievement; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Mathematics Skills; Mathematics Teachers; Mathematics Tests; Minority Groups; Parent Attitudes; Sex Differences; Special Needs Students; Student Attitudes; Teacher Qualifications; Teaching Methods; Textbook Evaluation; Thinking Skills; Worksheets
IDENTIFIERS- *Mathematics Education Research

Promoting community awareness and understanding of the issues encompassed within the teaching and learning of school mathematics, and involving parents in their children's mathematics education are the first steps toward the goal that every child must gain mathematical power. This document helps to answer some of the most frequent questions that parents and community members ask about the teaching and learning of mathematics. The questions/answers posed here deal with the following topics: (1) student attitudes toward the utility of mathematics and toward self-efficacy with respect to mathematics; (2) the everyday relevance of the mathematical content of the curriculum, and its development; (3) the relationship and the integration of mathematics with other content domains of the curriculum; (4) the effectiveness of cooperative learning within mathematics instruction; (5) the development of higher-order, mathematical thinking skills; (6) active instruction versus information transfer in the school mathematics classroom; (7) issues concerning gender equity in mathematics instructional practices; (8) special problems and needs of minority students, learning disabled students, gifted students, and students with limited English proficiency; (9) the influence on mathematics instruction of textbooks, manipulatives, worksheets, calculators, and computers; (10) the effects of standardized tests and alternative assessment methods upon mathematical performance; (11) international comparisons; (12) the role of subject matter knowledge and other priorities in the development of teacher expertise; (13) departmentalized instruction at the elementary school mathematics level; (14) the impact of parent attitudes on mathematics achievement; (15) the role of homework; (16) reinforcements for mathematical learning found in the home; (17) the relationship between television viewing and mathematics achievement. (154 references) (JJK)

ED 343 794 SE 052 536

Moving Geometry from the Back of the Book: A Report on Geometry and Measurement in the 1986 Assessment.

PUB DATE- Dec 87
NOTE- 42p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - General (140)
DESCRIPTORS- *Curriculum Development; *Evaluation; Geometric Concepts; *Geometry; *Learning Activities; Logical Thinking; *Mathematics Achievement; Mathematics Curriculum; Mathematics Education; Mathematics Tests; *Measurement; Problem Solving; Secondary Education; Spatial Ability; Teaching Methods; Visualization
IDENTIFIERS- *Graphic Representation

The purpose of this report is twofold. The first is to deliver an accurate portrayal of students' achievement in geometry and measurement as gleaned from the results of the 1986 Massachusetts Educational Assessment Program (MEAP). The second is to provide K-12 teachers of mathematics with activities that have proven to be helpful in encouraging the development of geometric understanding. This report is divided into the following five chapters: (1) the overview in chapter 1 provides an outline of the highly ignored subject of geometry, based on its academic utility for visualization skills, logical reasoning, problem solving, representational power, and measurement abilities; (2) chapter 2 provides an in-depth discussion about the results from the MEAP utilizing 26 illustrated geometry and measurement items; (3) geometry activities for the elementary and middle grades are included in chapter 3; (4) chapter 4 provides activities for teachers of geometry in the secondary school; and (5) chapter 5 discusses the implications from the findings of the MEAP, and proposes recommendations for the curriculum and for teaching methods. (JJK)

ED 343 795 SE 052 638

Fraser, Barry J.; And Others
Key Centre for Teaching and Research in School Science and
  Mathematics (Especially for Women) Report of the Activities.
PUB DATE- Sep 91
NOTE- 85p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
  (141)
DESCRIPTORS- *Educational Research; Evaluation; Foreign
  Countries; *Graduate Study; Higher Education; Mathematics
  Education; *Organizations (Groups); Postdoctoral Education;
  Program Descriptions; Publications; Science Education;
  Secondary Education
IDENTIFIERS- Australia

This report describes the comprehensive activities and accomplishments of the Key Centre for Teaching and Research in School Science and Mathematics (Especially for Women) in Perth, Western Australia, in the 3-year period since it commenced in mid-1988. The following chapters are included: (1) "Structural and Organizational Arrangements"; (2) "Postgraduate Programs in Science and Mathematics Education"; (3) "Research"; (4) "Publication Program"; (5) "Face-to-Face Contact with Teachers"; (6) "Seminar Series"; (7) "Overseas Consultants and Visitors"; (8) "Evaluation of the Activities of the Key Centre by a Taskforce and a Review Panel"; (9) "Income, Especially Research Grants"; (10) "Publications and Presentations"; (11) "Cooperation with Other Institutions and Organisations"; and (12) "Future Plans." The name, thesis title, and current position of PhD students, a list of Master's theses and projects completed and currently in progress, a description of the Seminar Series sponsored by the Science and Mathematics Education Center (SMEC) and the Key Centre, the contents of eight books published by the Center, a list of publications authored by Key Centre Staff, and a list of papers presented by Key Centre Staff are appended. (KR)

ED 343 796 SE 052 641

Granstam, Ingrid, Ed.; Frostfeldt, Inger, Ed.
Science and Technology, A Future for All? Report Book of the European and Third World GASAT Conference (Jonkoping, Sweden, May 6-11, 1990).
PUB DATE- 90
NOTE- 235p.; For "Contribution" volume, see SE 052 642.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
DESCRIPTORS- Career Choice; Career Development; Developing Nations; Educational Research; Elementary Secondary Education; *Females; *Foreign Countries; Higher Education; Preservice Teacher Education; *Science and Society; Science Education; Technology
IDENTIFIERS- Europe

This document is a report of the European and Third World Gender and Science and Technology (GASAT) conference. Formal papers and other activities during the conference were divided into four Frames. Frame 1 deals with problems, constraints, methods, and questions at the primary and secondary level in school with the most important focus being girls in school. Frame 2 includes contributions from the upper secondary level to higher education levels at the college and university level. It also includes teacher-training issues and students' attitudes to technology and industry. The focus of Frame 3 is women in the workplace. Issues included are opportunities for women, conditions of working, and career development. The problems and opportunities in developing countries are discussed in this frame. Papers that are in some way relevant to other frames are included in Frame 4. These papers have been grouped separately and raise ethical, moral, philosophical and methodological issues. Some of the speeches and the plenary sessions from the four Frames are included in this document. There are also samples from some of the round table discussions, workshops, and symposia. (KR)

ED 343 797 SE 052 642

Contributions from the European and Third World GASAT Conference, (Jonkoping, Sweden, May, 1990).
PUB DATE- 90
NOTE- 358p.; For "report book' volume, see SE 052 641.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Collected Works - Proceedings (021)
DESCRIPTORS- Career Choice; Case Studies; Computer Uses in Education; Developing Nations; *Educational Change; *Educational Research; Elementary Secondary Education; Environmental Education; *Females; *Foreign Countries; Higher Education; Physics; Science Education; Science Teachers; Sex Differences; Teaching Methods
IDENTIFIERS- Europe

This volume contains the 30 formal papers that were accepted for the European and Third World Gender and Science and Technology (GASAT) Conference. The theme of the conference was "Science and Technology, A Future for All?" The papers are presented in two parts and organized into four frames. Part one contains papers, reporting empirical research or analyses. The papers presented in part two are reports of the position of women in science and/or technology in various parts of the world or of initiatives of many kinds that have been taken to change the existing situation. Frame 1 deals with problems, constraints, methods, and questions at the primary and secondary level in school with the most important focus being girls in school. Frame 2 includes contributions from the upper secondary level to higher education levels at the college and university level. It also includes teacher-training issues and students' attitudes to technology and industry. The focus of Frame 3 is women in the workplace. Issues included are opportunities for women, conditions of working, and career development. The problems and opportunities in developing countries are discussed in this frame. Papers that are in some way relevant to other frames are included in Frame 4. These papers have been grouped separately and raise ethical, moral, philosophical and methodological issues. Some of the papers contribute to more than one frame. Each frame is concerned mainly with science and technology. Topics include physics teachers, affective factors, educational models of change, physics education, computer studies, women in construction, engineering education, study environment and sex differences, training in quidance and counseling for non-traditional careers, gender equity, social responsibility, innovative science classroom practices, and career choice by women. (A separately published "Supplement" volume, containing five additional papers, has been appended.) (KR)

ED 343 798 SE 052 651

Girls and Women in Science: Science and Technology Roadshow.
Report and Manual.

PUB DATE- Jan 91

NOTE- 77p.; Report from the Science and Technology Roadshow (Botswana, August 12-18, 1990).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Career Awareness; Evaluation; *Females; Foreign Countries; Program Descriptions; Publicity; *Science Activities; Science Education; Secondary Education; *Student Attitudes

IDENTIFIERS- Botswana

This document details the development of a Science and Technology Roadshow for girls, that moves from city to city, region to region, carrying the message to girls about opportunities for them in scientific and technical careers. The objectives of the roadshow were twofold: (1) to show women and girls that they could succeed in many more areas of employment if they sought the appropriate qualifications and training in science and technology; and (2) to make an impact on the attitudes and myths that prevent girls and women from taking advantage of today's opportunities in science and technology. This document contains both a report of the roadshow and a manual on how to conduct a roadshow. The report section contains the objectives, participants, roadshow organization, a description of the program, and a discussion on publicity. The manual section includes: (1) starting preparations; (2) preparation of resource material; (3) selecting and inviting the participants; (4) preparing for and running technical activities; (5) exposure to computers; (6) organizing competitions; (7) organizing a career guidance clinic; (8) arranging study visits; (9) opportunities for discussion; (10) publicity; (11) documentation; and (12) evaluation. Appended are a copy of the program of activities and a list of the student participants and their addresses. (KR)

ED 343 799 SE 052 799

Webb, Norman L.; And Others
Twin Cities Urban Mathematics Collaborative Five-Year Site Report. Program Report 91-5-TC.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Dec 91
NOTE- 41p.; For related documents, see ED 333 088-089, and SE 052 800-811.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; *Cooperative Programs; Educational Cooperation; *Faculty Development; Higher Education; Inservice Teacher Education; Intermediate Grades; Mathematics Education; Mathematics Instruction; *Mathematics Teachers; Middle Schools; Problem Solving; Secondary Education; *Social Networks; Summer Programs; *Teacher Role; Teacher Workshops; *Urban Education
IDENTIFIERS- *Collaboratives; Minneapolis Public Schools MN; Saint Paul Public Schools MN; Urban Mathematics Collaborative Project

The Urban Mathematics Collaborative (UMC) project has the goal of contributing to the improvement of mathematics education in the inner-city schools by identifying models to enhance the professional lives of teachers and encouraging the entry of high school mathematics teachers into a larger mathematics community including mathematicians from higher education and industry. This document is a 5-year site report on the Twin Cities UMC from its inception in 1985 through June 1990. The intent is to reflect on the development of the collaborative, noting the changes that have taken place in regard to the context in the collaborative operated, the collaborative's management structure, and the focus of its activities. This final site report addresses the major influences exerted on the collaborative and the directions the collaborative has taken. Some conclusions are reached regarding both the collaborative's development and achievements in light of its specific goals as well as the goals of the total UMC project. (MDH)

ED 343 800 SE 052 800

Webb, Norman L.; And Others
St. Louis Urban Mathematics Collaborative Four-Year Site Report. Program Report 91-5 SL.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Dec 91
NOTE- 41p.; For related documents, see ED 333 088-089, and SE 052 799-811.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; *Cooperative Programs; Educational Cooperation; *Faculty Development; Higher Education; Inservice Teacher Education; Mathematics Education; Mathematics Instruction; *Mathematics Teachers; Secondary Education; *Social Networks; *Teacher Role; Teacher Workshops; *Urban Education
IDENTIFIERS- *Collaboratives; Saint Louis City School District MO; Urban Mathematics Collaborative Project

The Urban Mathematics Collaborative (UMC) project has the goal of contributing to the improvement of mathematics education in the inner-city schools by identifying models to enhance the professional lives of teachers and encouraging the entry of high school mathematics teachers into a larger mathematics community including mathematicians from higher education and industry. This document is a 4-year site report on the St. Louis UMC from its entry into the program in 1985 through June 1990. The intent is to reflect on the development of the collaborative, noting the changes that have taken place in regard to the context in the collaborative operated, the collaborative's management structure, and the focus of its activities. This final site report addresses the major influences exerted on the collaborative and the directions the collaborative has taken. Some conclusions are reached regarding both the collaborative's development and achievements in light of its specific goals as well as the goals of the total UMC project. (MDH)

ED 343 801 SE 052 801

Webb, Norman L.; And Others
San Diego Urban Mathematics Collaborative Four-Year Site Report.
Program Report 91-5 SD.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Dec 91
NOTE- 42p.; For related documents, see ED 333 088-089, and SE 052 799-811.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; *Cooperative Programs; Educational Cooperation; *Faculty Development; Higher Education; Inservice Teacher Education; Mathematics Education; Mathematics Instruction; *Mathematics Teachers; Secondary Education; *Social Networks; *Teacher Role; Teacher Workshops; *Urban Education
IDENTIFIERS- *Collaboratives; San Diego Unified School District CA; Sweetwater Union High School District CA; Urban Mathematics Collaborative Project

The Urban Mathematics Collaborative (UMC) project has the goal of contributing to the improvement of mathematics education in the inner-city schools by identifying models to enhance the professional lives of teachers and encouraging the entry of high school mathematics teachers into a larger mathematics community including mathematicians from higher education and industry. This document is a 4-year site report on the San Diego UMC from its entry into the program in 1984 through June 1990. The intent is to reflect on the development of the collaborative, noting the changes that have taken place in regard to the context in the collaborative operated, the collaborative's management structure, and the focus of its activities. This final site report addresses the major influences exerted on the collaborative and the directions the collaborative has taken. Some conclusions are reached regarding both the collaborative's development and achievements in light of its specific goals as well as the goals of the total UMC project. (MDH)

ED 343 802 SE 052 802

Webb, Norman L.; And Others
San Francisco Mathematics Collaborative Five-Year Site Report. Program Report 91-5 SF.

SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Dec 91
NOTE- 39p.; For related documents, see ED 333 088-089, and SE 052 799-811.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; *Cooperative Programs; Educational Cooperation; Elementary Secondary Education; *Faculty Development; Higher Education; Inservice Teacher Education; Mathematics Education; Mathematics Instruction; *Mathematics Teachers; *Social Networks; *Teacher Role; Teacher Workshops; *Urban Education
IDENTIFIERS- *Collaboratives; San Francisco Unified School District CA; Urban Mathematics Collaborative Project

The Urban Mathematics Collaborative (UMC) project has the goal of contributing to the improvement of mathematics education in the inner-city schools by identifying models to enhance the professional lives of teachers and encouraging the entry of high school mathematics teachers into a larger mathematics community including mathematicians from higher education and industry. This document is a 5-year site report on the San Francisco Mathematics Collaborative from its inception in 1985 through June 1990. The intent is to reflect on the development of development of the collaborative, noting the changes that have taken place in regard to the context in the collaborative operated, the collaborative's management structure, and the focus of its activities. This final site report addresses the major influences exerted on the collaborative and the directions the collaborative has taken. Some conclusions are reached regarding both the collaborative's development and achievements in light of its specific goals as well as the goals of the total UMC project. (MDH)

ED 343 803 SE 052 803

Webb, Norman L.

Memphis Urban Mathematics Collaborative Four-Year Site Report. Program Report 91-5 MS.

SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Dec 91
NOTE- 41p.; For related documents, see ED 333 088-089, and SE 052 799-811.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; *Cooperative Programs; Educational Cooperation; Elementary Secondary Education; *Faculty Development; Higher Education; Inservice Teacher Education; Mathematics Education; Mathematics Instruction; *Mathematics Teachers; *Social Networks; Summer Programs; *Teacher Role; Teacher Workshops; *Urban Education
IDENTIFIERS- *Collaboratives; Memphis City Schools TN; Urban Mathematics Collaborative Project

The Urban Mathematics Collaborative (UMC) project has the goal of contributing to the improvement of mathematics education in the inner-city schools by identifying models to enhance the professional lives of teachers and encouraging the entry of high school mathematics teachers into a larger mathematics community including mathematicians from higher education and industry. This document is a 4-year site report on the Memphis UMC from its entry into the program in 1986 through June 1990.

The intent is to reflect on the development of the collaborative, noting the changes that have taken place in regard to the context in the collaborative operated, the collaborative's management structure, and the focus of its activities. This final site report addresses the major influences exerted on the collaborative and the directions the collaborative has taken. Some conclusions are reached regarding both the collaborative's development and achievements in light of its specific goals as well as the goals of the total UMC project. (MDH)

ED 343 804 SE 052 804

Webb, Norman L.; And Others

New Orleans Mathematics Collaborative Four-Year Site Report. Program Report 91-5 NO.

SPONS. AGENCY- Ford Foundation, New York, N.Y.

PUB DATE- Dec 91

NOTE- 41p.; For related documents, see ED 333 088-089, and SE 052 799-811.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- College School Cooperation; *Cooperative Programs; Educational Cooperation; *Faculty Development; Higher Education; Inservice Teacher Education; Intermediate Grades; Mathematics Education; Mathematics Instruction; *Mathematics Teachers; Middle Schools; Secondary Education; *Social Networks; *Teacher Role; Teacher Workshops; *Urban Education

IDENTIFIERS- *Collaboratives; New Orleans Public Schools LA; Urban Mathematics Collaborative Project

The Urban Mathematics Collaborative (UMC) project has the goal of contributing to the improvement of mathematics education in the inner-city schools by identifying models to enhance the professional lives of teachers and encouraging the entry of high school mathematics teachers into a larger mathematics community including mathematicians from higher education and industry. This document is a 4-year site report on the New Orleans Mathematics Collaborative from its entry into the program in 1986 through June 1990. The intent is to reflect on the development of the collaborative, noting the changes that have taken place in regard to the context in the collaborative operated, the collaborative's management structure, and the focus of its activities. This final site report addresses the major influences exerted on the collaborative and the directions the collaborative has taken. Some conclusions are reached regarding both the collaborative's development and achievements in light of its specific goals as well as the goals of the total UMC project. (MDH)

ED 343 805 SE 052 805

Webb, Norman L.; And Others
Pittsburgh Mathematics Collaborative Five-Year Site Report.
Program Report 91-5 PB.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Dec 91
NOTE- 45p.; For related documents, see ED 333 088-089, and SE 052 799-811.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- College School Cooperation; *Cooperative Programs; Educational Cooperation; *Faculty Development; Higher Education; High Schools; Inservice Teacher Education; Mathematics Education; Mathematics Instruction; *Mathematics Teachers; *Social Networks; *Teacher Role; Teacher Workshops; *Urban Education
IDENTIFIERS- *Collaboratives; Pittsburgh School District PA

The Urban Mathematics Collaborative (UMC) project has the goal of contributing to the improvement of mathematics education in the inner-city schools by identifying models to enhance the professional lives of teachers and encouraging the entry of high school mathematics teachers into a larger mathematics community including mathematicians from higher education and industry. This document is a 5-year site report on the Pittsburgh Mathematics Collaborative from its inception in 1985 through June 1990. The intent is to reflect on the development of the collaborative, noting the changes that have taken place in regard to the context in the collaborative operated, the collaborative's management structure, and the focus of its activities. This final site report addresses the major influences exerted on the collaborative and the directions the collaborative has taken. Some conclusions are reached regarding both the collaborative's development and achievements in light of its specific goals as well as the goals of the total UMC project. (MDH)

ED 343 806 SE 052 806

Webb, Norman L.; And Others
Philadelphia Math Science Collaborative Five-Year Site Report.
Program Report 91-5 PH.

SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Dec 91
NOTE- 49p.; For related documents, see ED 333 088-089, and SE 052 799-811.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; *Cooperative Programs; Educational Cooperation; *Faculty Development; Higher Education; High Schools; Inservice Teacher Education; Mathematics Education; Mathematics Instruction; *Mathematics Teachers; *Social Networks; *Teacher Role; Teacher Workshops; *Urban Education
IDENTIFIERS- *Collaboratives; Philadelphia School District PA; Urban Mathematics Collaborative Project

The Urban Mathematics Collaborative (UMC) project has the goal of contributing to the improvement of mathematics education in the inner-city schools by identifying models to enhance the professional lives of teachers and encouraging the entry of high school mathematics teachers into a larger mathematics community including mathematicians from higher education and industry. This document is a 5-year site report on the Philadelphia Math Science Collaborative from its inception in 1985 through June 1990. The intent is to reflect on the development of the collaborative, noting the changes that have taken place in regard to the context in the collaborative operated, the collaborative's management structure, and the focus of its activities. This final site report addresses the major influences exerted on the collaborative and the directions the collaborative has taken. Some conclusions are reached regarding both the collaborative's development and achievements in light of its specific goals as well as the goals of the total UMC project. (MDH)

ED 343 807 SE 052 807

Webb, Norman L.; And Others
The Durham Mathematics Council Five-Year Site Report. Program Report 91-5 DU.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Dec 91
NOTE- 49p.; For related documents, see ED 333 088-089, and SE 052 799-811.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; *Cooperative Programs; Educational Cooperation; *Faculty Development; Higher Education; Inservice Teacher Education; Intermediate Grades; Mathematics Education; Mathematics Instruction; *Mathematics Teachers; Middle Schools; Secondary Education; *Social Networks; *Teacher Role; Teacher Workshops; *Urban Education
IDENTIFIERS- *Collaboratives; Durham City School District NC; Durham County School District NC; Urban Mathematics Collaborative Project

The Urban Mathematics Collaborative (UMC) project has the goal of contributing to the improvement of mathematics education in the inner-city schools by identifying models to enhance the professional lives of teachers and encouraging the entry of high school mathematics teachers into a larger mathematics community including mathematicians from higher education and industry. This document is a 5-year site report on the Durham Mathematics Council from its inception in 1985 through June 1990. The intent is to reflect on the development of the collaborative, noting the changes that have taken place in regard to the context in the collaborative operated, the collaborative's management structure, and the focus of its activities. This final site report addresses the major influences exerted on the collaborative and the directions the collaborative has taken. Some conclusions are reached regarding both the collaborative's development and achievements in light of its specific goals as well as the goals of the total UMC project. (MDH)

ED 343 808 SE 052 808

Webb, Norman L.; And Others
Los Angeles Urban Mathematics/Science/Technology Collaborative Five-Year Site Report. Program Report 91-5 LA.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Dec 91
NOTE- 42p.; For related documents, see ED 333 088-089, and SE 052 799-811.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; *Cooperative Programs; Educational Cooperation; *Faculty Development; Higher Education; Inservice Teacher Education; Intermediate Grades; Mathematics Education; Mathematics Instruction; *Mathematics Teachers; Secondary Education; *Social Networks; *Teacher Role; Teacher Workshops; *Urban Education
IDENTIFIERS- California (Los Angeles County); *Collaboratives; Urban Mathematics Collaborative Project

The Urban Mathematics Collaborative (UMC) project has the goal of contributing to the improvement of mathematics education in the inner-city schools by identifying models to enhance the professional lives of teachers and encouraging the entry of high school mathematics teachers into a larger mathematics community including mathematicians from higher education and industry. This document is a 5-year site report on the Los Angeles Urban Mathematics/Science/Technology Collaborative from its inception in 1985 through June 1990. The intent is to reflect on the development of the collaborative, noting the changes that have taken place in regard to the context in the collaborative operated, the collaborative's management structure, and the focus of its activities. This final site report addresses the major influences exerted on the collaborative and the directions the collaborative has taken. Some conclusions are reached regarding both the collaborative's development and achievements in light of its specific goals as well as the goals of the total UMC project. (MDH)

ED 343 809 SE 052 809

Webb, Norman L.; And Others
Cleveland Collaborative for Mathematics Education Five-Year Site Report. Program Report 91-5 CL.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Dec 91
NOTE- 44p.; For related documents, see ED 333 088-089, and SE 052 799-811.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; *Cooperative Programs; Educational Cooperation; *Faculty Development; Higher Education; Inservice Teacher Education; Intermediate Grades; Mathematics Education; Mathematics Instruction; *Mathematics Teachers; Secondary Education; *Social Networks; *Teacher Role; Teacher Workshops; *Urban Education
IDENTIFIERS- Cleveland Public Schools OH; *Collaboratives; Urban Mathematics Collaborative Project

The Urban Mathematics Collaborative (UMC) project has the goal of contributing to the improvement of mathematics education in the inner-city schools by identifying models to enhance the professional lives of teachers and encouraging the entry of high school mathematics teachers into a larger mathematics community including mathematicians from higher education and industry. This document is a 5-year site report on the Cleveland Collaborative for Mathematics Education from its inception in 1985 through June 1990. The intent is to reflect on the development of the collaborative, noting the changes that have taken place in regard to the context in the collaborative operated, the collaborative's management structure, and the focus of its activities. This final site report addresses the major influences exerted on the collaborative and the directions the collaborative has taken. Some conclusions are reached regarding both the collaborative's development and achievements in light of its specific goals as well as the goals of the total UMC project. (MDH)

ED 343 810 SE 052 810

Popkewitz, Thomas S.; Myrdal, Sigurjon
Case Studies of the Urban Mathematics Collaborative Project: Program Report 91-3.

SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Jun 91
NOTE- 375p.; For related documents, see ED 333 088-089, and SE 052 799-811.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Classroom Environment; College School Cooperation; *Cooperative Programs; Educational Change; Educational Cooperation; *Faculty Development; Higher Education; Inservice Teacher Education; Intermediate Grades; Mathematics Education; Mathematics Instruction; *Mathematics Teachers; Qualitative Research; School Business Relationship; Secondary Education; *Teacher Attitudes; Teacher Improvement; *Teacher Role; Teacher Workshops; Teaching Methods; *Urban Education
IDENTIFIERS- *Collaboratives; Urban Mathematics Collaborative Project

The Urban Mathematics Collaborative (UMC) project has the goal of contributing to the improvement of mathematics education in the inner-city schools by identifying models to enhance the professional lives of teachers and encouraging the entry of high school mathematics teachers into a larger mathematics community including mathematicians from higher education and industry. This monograph constitutes reports of case studies drawn from participant observations and interviews with teachers at 11 UMC sites. Part I explores the networks and concepts that organize the cases and discusses general themes raised in them. The first section focuses on the general problem of inner-city mathematics education, followed by an examination of the methodology of the case studies. The final section focuses on themes that interrelate teacher professionalism, empowerment, and the teaching of mathematics within urban settings. Part II includes the following studies: (1) Being There--A Mathematics Collaborative and the Challenge of Teaching Mathematics in the Urban Classroom (Cameron McCarthy); (2) Teachers on the Board (Charles Bruckerhoff); (3) A Teacher-Centered Analysis (Jan Gamradt); (4) The Politics of Mathematics (Lynda Stone); (5) Constraints in Teacher Professionalism (Ellen Madono); (6) Empowering the Professional Teacher (Eric Yonke); (7) Two Teachers' Perspectives (Robert Muffoletto); (8) Something of Our Own (Jerilynn Changar); (9) Knowledge of Growth and Professional Commitment (Anna Richert); (10) Changing To Meet the Future (Dennie Smith and Lana Smith); and (11) Professionalism and Leadership (Mary Woods Scherr). (MDH)

ED 343 811 SE 052 811

Pittelman, Susan D.; And Others

The UMC Guide to Documentation. A Report from the Urban Mathematics Collaborative (UMC) Documentation Project. Program Report 91-2.

SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- May 91
NOTE- 164p.; For related documents, see ED 333 088-089, and SE 052 799-810.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Cooperative Programs; *Documentation; Educational Cooperation; Elementary Secondary Education; Evaluation Methods; Information Processing; Mathematics Education; Mathematics Instruction; *Measurement Techniques; *Program Evaluation; Surveys; *Teacher Attitudes; *Urban Education
IDENTIFIERS- *Urban Mathematics Collaborative Project

The Urban Mathematics Collaborataive (UMC) project has the goal of contributing to the improvement of mathematics education in the inner-city schools by identifying models to enhance the professional lives of teachers and encouraging the entry of high school mathematics teachers into a larger mathematics community including mathematicians from higher education and industry. This guide shares some of the insights and the instruments that were created to document the benefits of the project and to help the UMC Collaboratives to carry on their own documentation efforts. The guide contains five sections. Section I describes the UMC project and the rationale for the guide. Section II explains why documentation is important, and distinguishes it from evaluation. Section III sets guidelines for establishing a documentation plan. Section IV gives an overview of the UMC documentation project that includes methods of data collection, a detailed description of suggested monthly reports, a description of the electronic network linking the collaboratives, large-scale surveys, demographic surveys, site visits, special UMC functions, and case studies. The Appendixes include monthly report forms, sample evaluation forms for activities, questions from the Diary of Professional Relationships, large-scale surveys, and demographic surveys. (MDH)

ED 343 812 SO 021 291

High School Social Studies. Arkansas Public School Course Content Guide. Revised Edition 1991.

PUB DATE- 91
NOTE- 149p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Course Content; High Schools; Learning Strategies; *Secondary School Curriculum; Skill Development; *Social Studies; State Curriculum Guides; Student Educational Objectives; Teaching Methods
IDENTIFIERS- *Arkansas

This curriculum guide contains course content recommendations for Arkansas high schools in the following social studies subjects: American government/civics, American history, Arkansas history, contemporary American history, economics, global studies, psychology, sociology, world cultures, world geography, and world history. Each subject is divided into a number of topics; and each topic includes the basic and developmental skills students should attain as well as recommended learning strategies for teachers and students. (DB)

ED 343 813   SO 021 544

Grupas, Angela
Creative Problem-Solving.

PUB DATE- 90
NOTE- 13p.; Paper presented at the Annual Meeting of the Missouri Association of Community and Junior Colleges (November 15-17, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Cognitive Development; Concept Formation; *Creative Thinking; *Educational Needs; Educational Philosophy; Elementary Secondary Education; *Problem Solving; *Teaching Methods; Thinking Skills

Educators can help themselves and others improve their creative thinking. Before the improvement can begin, there must be a common understanding of what creativity is. Edward Land described creativity as the sudden cessation of stupidity. Several barriers to creative thinking include boredom, lack of challenge, believing expertise in a particular area is necessary for creativity in that field, and not realizing that creativity involves hard work. Four steps to help improve creative thinking include: (1) preparation--in order to get a good idea it is necessary to have several ideas; (2) incubation--letting the subconscious do the work; (3) illumination--"Eureka, I've got it!"; and (4) verification--filling in the details and following a linear plan. Ideas must be translated into a plan of action in order for change to occur. Finally, creativity training must be everyone's responsibility. (KM)

ED 343 814 SO 021 552

Morais, Ana; Neves, Isabel
Towards a Sociological Theory of Instruction: Pedagogic Practices and Power and Control Relations.
PUB DATE- 91
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; Data Interpretation; Elementary Secondary Education; Epistemology; Foreign Countries; *Instructional Effectiveness; *Learning Theories; Psychology; *Social Science Research; *Social Theories; *Statistical Analysis; Teaching Methods
IDENTIFIERS- Bernstein Hypothesis

Theories of learning and instruction usually are grounded in psychological and epistemological assumptions. However, these theories ignore the child in relation to his or her cultural and institutional context and ignore the schoolteacher from the social context that regulates the process of transmission and acquisition of knowledge and skills. For this reason, it is necessary to have a sociological foundation in order for a theory of learning and instruction to be successful. Based on a broader study and employing Bernstein's theory of pedagogic discourse, this research examines three different teaching pedagogic practices that can be equated to those identified in the psychology of learning as learning by discovery, learning by guided discovery, and reception learning. The curriculum in its broader sense includes curriculum content, pedagogic practice, and evaluation. Analysis of the data considers their temporal and spatial dimensions such as interactions among agencies' spaces, agents, and discourses. For each of these dimensions, the power relations (classification) and control relations (framing) are shown and how they are realized in the classroom context is described. In addition, an analysis of the differences between pedagogic practices, their meanings, and potential influence on students with different social backgrounds are discussed. (KM)

ED 343 815   SO 021 612

Close Up Washington: A Civic Learning Program in Washington, D.C., for High School Students.

PUB DATE- 91
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Citizenship Education; Citizenship Responsibility; *Civics; *Democratic Values; Extracurricular Activities; Federal Government; Government (Administrative Body); High Schools; *High School Students; Law Related Education; *Student Experience; Travel; United States Government (Course)
IDENTIFIERS- *Close Up Program; *District of Columbia

Inviting high school students to be a part of Close Up Washington, this brochure describes a program in which students from across the United States and around the world travel to Washington, D.C., to learn about the workings of the U.S. federal government. The brochure explains benefits of participating in the program and discusses activities in which participants can expect to take part: seminars, briefings, study visits, workshops, student-teacher meetings, and social activities. A sample schedule of activities is included as is information about enrolling in the program and about ways to help student participants prepare for a visit to Washington. Information for teachers and parents is included as well. (DB)

ED 343 816 SO 021 630

Pease, Arthur, Comp.; Onosko, Joseph, Comp.
Sources and Resources for the Middle and High School Social Studies Teacher: A Select Annotated Bibliography.
PUB DATE- 91
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Discovery Processes; Educational Innovation; *Educational Resources; *Instructional Materials; Middle Schools; *Organizations (Groups); Secondary Education; *Social Studies

Written to help social studies teachers, this annotated bibliography identifies the best contemporary materials available to develop and implement exciting, innovative lessons. The first section identifes resources that are listed under seven subject headings: (1) U.S. history; (2) civics and law-related education; (3) world history, including world cultures and western civilization; (4) geography; (5) psychology; (6) writing resources; and (7) reading development. A second section lists several social studies organizations, many of which publish curriculum materials and sponsor workshops and conferences. The final section identifies publishers of social studies materials including major textbook companies and smaller companies that specialize in creative, low-cost materials. (KM)

ED 343 817 SO 021 631

African Social Studies Program-1, 1988-89. Final Report. A Master's Degree Program for African Social Studies Leaders.
SPONS. AGENCY- United States Information Agency, Washington, D. C.
PUB DATE- 91
NOTE- 229p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Developing Nations; *Educational Development; Elementary Secondary Education; Graduate Study; Higher Education; International Education; *International Educational Exchange; *Masters Programs; *Social Studies; Teacher Education; *Teacher Education Programs
IDENTIFIERS- *Africa; *Africans; Indiana University

This paper presents the final report on a project that brought African social studies education leaders to Indiana University (Bloomington) to take part in a Master's Degree program. The report contains a brief history of the program, a description of the program, a discussion of issues relating to acculturation, an evaluation, a list of recommendations and conclusions. Twenty-one appendices which comprise most of the document include such items as an invitational letter, proposal, presentation materials, and evaluation summaries. (DB)

ED 343 818 SO 021 689

Transforming the Knowledge Base. A Panel Discussion at the National Network of Women's Caucuses (1st, Washington, D.C., February 24-26, 1989).

PUB DATE- 90
NOTE- 29p.

LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Consciousness Raising; Feminism; Philosophy; *Sex Bias; Social Attitudes; *Social Change; Social Influences; Social Theories; *Womens Studies

The National Network of Women's Caucuses first biennial meeting saw over 50 participants come together to discuss a broad range of issues affecting women in the disciplines and professions. One set of discussions included panelists Dorothy O. Helly, Elizabeth Kamarck Minnich, Sandra Coyner, Leslie Hill-Davidson, and Betty Schmitz. The discussion addressed three themes: (1) Where is feminist theory today on the central issues of essentialism versus social construction and equality versus difference?; (2) How has post-structuralism affected these debates?; and (3) How do issues of experience versus expertise get played out in these theories? Other questions considered were: (1) What has been learned about the stages necessary for transforming the knowledge base?; (2) What is known about the kinds of changes this transformation entails?; (3) What has been to learned about the intersection of race, ethnicity, and class with gender? (4) To what extent are researchers talking to themselves?; (5) Has the feminist challenge to the knowledge base been ignored in the continued production of knowledge?; and (5) How can positioning for backlash take place? (KM)

ED 343 819 SO 021 704

Rogers, Bruce
Lessons from Japan.

PUB DATE- Aug 90
NOTE- 38p.; Study directed by Charles R. DuVall. Exit Project, Indiana University at South Bend.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Dissertations/Theses - Undetermined (040),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comparative Education; Cross Cultural Studies; Curriculum Design; *Educational Objectives; *Educational Philosophy; Elementary Secondary Education; *Evaluation Methods; Foreign Countries; *Foreign Culture; Parent School Relationship; Social Problems; *Teaching Methods
IDENTIFIERS- *Japan

Elements of the Japanese educational system were examined to determine if they could be incorporated into U.S. practices. Research was reviewed in five areas, and annotations for each section were organized chronologically beginning with the most recent. The five areas covered were: (1) differences in test scores of achievement and cognitive ability; (2) the general framework of the Japanese educational system; (3) problems created by the structure of the system; (4) teachers and instruction; and (5) the movement for reform in Japan's schools. Possible answers for the dramatic differences in achievement between students in Japan and the United States included the structure of the Japanese education system with its standardized curriculum and text-books, national standardized tests, and the amount of time devoted to each subject. However, these methods have their problems, including a heavy emphasis on memorization of facts and test taking techniques, high suicide rate due to pressure to succeed, and other stress related social problems such as bullying. After considering these and other factors, nine recommendations to improve the U.S. educational system were made. These included: (1) more parental involvement; (2) increased salaries for teachers comparable to other professions; (3) a longer academic year; and (4) higher expectations and standards for student achievement. (KM)

ED 343 820 SO 021 813

Lee, David
Women and Geography, 1991: A Bibliography.
SPONS. AGENCY- Association of American Geographers, Washington, D.C.
PUB DATE- 91
NOTE- 16p.; This bibliography updates ED 305 316. For earlier bibliographies, see ED 289 790, and ED 252 480.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Consciousness Raising; *Cultural Differences; *Females; Foreign Countries; Geographic Concepts; *Geography; Higher Education; Information Sources; Role Perception; *Sex Differences; Social Science Research; *Social Studies; Womens Studies

This bibliography is an update of "Women and Geography: A Comprehsnive Bibliography." The volume is a cumulation of more than a decade of research on the scholarship of gender issues that have been conducted by geographers. References include published articles in U.S. and foreign journals, books, chapters of books, and papers presented at professional meetings. One hundred sixty-nine items have been identified for the update. (KM)

ED 343 821 SO 021 814

Beardsley, Donna A.
Historical Poetry and American History.
PUB DATE- Sep 91
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *History Instruction; *Poetry; Poets; Social Studies; *Teaching Methods; *United States History
IDENTIFIERS- *Kenworthy (Leonard S)

In 1937, teacher and educator Leonard S. Kenworthy wrote an article in which he suggested that poetry was a useful aid in teaching U.S. history. This paper reviews Kenworthy's article, including his rationale for the use of verse in teaching history, methods by which poetry could be incorporated into the curriculum and used in the classroom, and lists of historical poems that would be useful in teaching about specific historical periods. The article concludes that Kenworthy's ideas on the use of poetry remain viable for contemporary teachers. (DB)

ED 343 822 SO 021 815

O'Connor, Dineene
My Planning Activity Book: A Rainbow of Planning Activities Introducing Kids to the Planning Profession.
PUB DATE- 90

NOTE- 60p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Citizenship Education; Community Development; Community Education; *Community Planning; Community Resources; *Learning Activities; Primary Education; *Young Children

A series of activities designed to introduce young children to the practice of community planning are contained in this document. Drawings and illustrations appear throughout. Many of the activities invite the young reader to draw or to color the illustrations. (DB)

ED 343 823   SO 021 818

Murray, William J.
Hershey Museum. A Hitchhiker's Guide to the Museum: A Secondary Curriculum Project To Bring the Museum to the Classroom.
PUB DATE- 91
NOTE- 122p.; Funded by the Frank H. and Ruth Wells Foundation.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Resources; History Instruction; *Museums; Resource Centers; Secondary Education; Social Studies; State History; *United States History
IDENTIFIERS- *Hershey Museum PA

Lesson plans for secondary teachers based on documents and objects found in the Hershey Museum in Hershey, Pennsylvania comprise the document. The Museum seeks to make its resources available to teachers who are not able to bring their students from the classroom to the Museum. Photocopied reproductions of the documents are provided for the document lessons. Sets of slides of the objects have been prepared for each "exhibit" lesson and can be borrowed free of charge by mail from the education department at the Museum. In one case an actual object in the Museum is needed for the lesson and that can be borrowed free of charge by mail. Among the lessons are the "Mayor's Court: A 1797 Petition to the Governor" (document lesson); "Hand Made vs Factory Made: The Pottery of Central Pennsylvania" (exhibit lesson); and "Victorian Middle Class Life: 1875-1900, a Comparison with an earlier Period" (exhibit lesson). Each lesson plan is divided into nine sections: (1) the larger picture or overview; (2) potential units in which this lesson could be taught; (3) content and source; (4) slides provided; (5) time; (6) background information; (7) sample student objectives; (8) document (or object) examination, interpretation, and speculation; and (9) more information. The lessons are designed for middle school and senior high school U.S. history classes but can be used in other courses as well. (DB)

ED 343 824 SO 021 825

Guide to Social Studies Program Evaluation. Grade 7-8.

PUB DATE- 91
NOTE- 86p.; For a related guide, covering grades K-6, see ED 290 647.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Improvement; Educational Objectives; Grade 7; Grade 8; Junior High Schools; *Program Evaluation; *Program Improvement; *Social Studies; State Programs; State Standards
IDENTIFIERS- *New York

This document was designed to provide school administrators and professional staff of New York State with a model for evaluating the grade 7-8 social studies program. The program evaluation model outlines a step-by-step procedure for identifying questions for study, gathering and analyzing data, and developing a plan for program improvement. An eight-step procedure for conducting a social studies program evaluation is outlined and discussed: (1) identify a program evaluation coordinator; (2) form a social studies program evaluation committee; (3) convene the building committee; (4) establish a timeline for program evaluation; (5) collect and analyze data; (6) use data and identify social studies program strengths; (7) employ data and identify social studies program needs; and (8) develop a building plan for addressing social studies program needs. Schools are encouraged to conduct a program evaluation on a regular basis, perhaps every three to five years. (DB)

ED 343 825 SO 021 844

Cherry, Sandra F.

Action Research: Factors Influencing Recognition of Geographical Locations on a World Map.

PUB DATE- 91
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Action Research; Educational Assessment; Educational Research; Evaluation Methods; Foreign Countries; High Schools; High School Students; Human Geography; *Locational Skills (Social Studies); *Map Skills; *Mass Media Effects; *Prior Learning; *World Geography; World History

This study was conducted to help teachers decide what factors govern high school students' knowledge of geography. Information was gathered about the students' background, including: gender, exposure to a course of study in world history, overall grade point average, travel experience outside the United States, and habits of reading newspapers and watching world news on television. A second set of data were gathered that concerned the rationale for the choice of countries for the test, including countries appearing in the news frequently, countries involved with the United States due to military action, countries geographically located close to the United States, and countries chosen at random. The data showed that there was a negative correlation between knowledge of geography and exposure to world history, and that recent news exposure did not help students recognize countries. The study concluded that prior knowledge might be more responsible for high performance. (KM)

ED 343 826 SO 021 845

Economics as an Area of Study in General Education in the Member States of the European Community, 1990.

SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium).
PUB DATE- 91
NOTE- 130p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comparative Analysis; Developed Nations; *Economics Education; *Educational Policy; Education Work Relationship; Foreign Countries; *International Educational Exchange; International Organizations; Secondary Education
IDENTIFIERS- *European Community; *EURYDICE

Prepared as a comparative study among the member states of the European Community (EC), this report assesses economics as a subject of general education. A questionnaire concerning the present state and future development of education in economic awareness was prepared and sent to each member nation. The responses to the questionnaires provided the information that was conveyed in the reports from each of the 12 members states. The national reports from the EC member nations comprise the bulk of this volume. The final section of the document seeks to compare and synthesize the information contained in the national reports. There is a comparison of the range of subjects available in the EC states and a comparison of subject matter and teaching objectives. The information in the report is accurate for 1989. Appendices containing the questionnaire and over 50 references are included. (DB)

ED 343 827 SO 021 846

Major Educational Development in the Member States of the European Community, January to September 1990.

SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium).

PUB DATE- 91

NOTE- 57p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Developed Nations; Educational Administration; *Educational Change; *Educational Development; *Educational Policy; Foreign Countries; *International Educational Exchange; International Organizations; International Programs

IDENTIFIERS- *European Community; *EURYDICE

Twice a year the Steering Group of EURYDICE, the Education Information Network in the European Community (EC), holds meetings that offer leading educational policymakers the chance to inform their colleagues of the major changes in education policy in their respective member states since the previous meeting. While not an exhaustive or official review of such developments, the information thus exchanged does attempt to keep colleagues abreast of each member state's education policy by setting out the major legislative steps taken in the intervening period. The reports contained in this document cover the period of January to September 1990 from the member states: Belgium (French-speaking and Dutch-speaking), Denmark, Federal Republic of Germany (from Bund and Lander), Greece, Spain, France, Ireland, Italy, Luxembourg, The Netherlands, Portugal, and the United Kingdom (London Unit and Edinburgh Unit). (DB)

ED 343 828 SO 021 848

Gross, Richard E.
The 1990s: A Challenge for the Social Studies.
PUB DATE- 91
NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Citizenship Education; *Educational History; Educational Objectives; Elementary Secondary Education; Political Influences; Politics of Education; Role of Education; *Social Studies; Teacher Education; Teacher Role; Teaching Methods
IDENTIFIERS- *1990s

This essay outlines the history of social studies and the continuing push and pull of political favoritism that has marked its path since the second quarter of the century. Seen variously as too liberal, too progressive, even un-American, social studies is perhaps too sophisticated a concept for narrowly trained teachers and administrators. The social studies, says this author, is central to the development of effective citizens. (Author)

ED 343 829 SO 021 849

Cull, Philip
Resource-Based Learning: A Strategy for Rejuvenating Canadian History at the Intermediate School Level.
PUB DATE- 91
NOTE- 131p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Academic Achievement; Area Studies; Foreign Countries; *History Instruction; Inservice Teacher Education; Junior High Schools; Resource Materials; Student Attitudes; Teaching Methods
IDENTIFIERS- Canada; *Canadian History; *Resource Based Learning

Designed to rejuvenate an intermediate level Canadian history course, the primary goal of this practicum was to provide students and teachers with resource materials that would be interesting, informative, and challenging. The second aim was to present teachers with the techniques of resource-based learning so that these resources could be a catalyst for attitude changes and increase academic performance in Canadian history students. New resource materials for the Canadian history course were introduced, pre- and post-questionnaires were administered to students and teachers, resource-based learning workshops were conducted, and changes in students' attitude and academic performances were monitored before and after the workshops on resource-based learning. Analysis revealed that attitudes toward Canadian history as a course had switched from negative to positive, student academic performance had improved, and teachers felt more positive about teaching the course. (Author/DB)

ED 343 830 SO 021 870

Wright, Giles R.; And Others
Schooling and Education. New Jersey Ethnic Life Series 4.
PUB DATE- 87
NOTE- 66p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Background; Cultural Education; *Educational History; Elementary Secondary Education; *Ethnic Groups; Interviews; *Multicultural Education; *Oral History; *State History
IDENTIFIERS- *New Jersey

This booklet presents interviews with New Jersey residents from a variety of ethnic backgrounds on their educational experiences in the United States. The interviews were conducted in 1979 and 1980 as part of an oral history project. The volume was designed to educate New Jersey high school students about their state's rich ethnic heritage, and to help students to link their own ethnicity and educational experiences with those of the older citizens who came before them. The booklet also contains notes on the interviewees, capsule histories of the ethnic groups, a list of the interviewers, suggested readings for high school students, and a glossary. (DB)

ED 343 831 SO 021 880

Salter, Christopher L.

Missing the Magic Carpet. The Real Significance of Geographic Ignorance.

SPONS. AGENCY- National Geographic Society, Washington, DC.
PUB DATE- Nov 90
NOTE- 24p.; For the report on the 1988 NAEP Survey, see ED 313 317.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Administrator Role; *Educational Assessment; Educational Research; Elementary Secondary Education; *Geographic Concepts; *Geography; Geography Instruction; Map Skills; *National Surveys; Parent Role; Social Studies; Teaching Methods
IDENTIFIERS- National Assessment of Educational Progress

This booklet draws on the findings of the National Assessment of Educational Progress (NAEP) geography survey of 1988 and shapes recommendations for practices that will make teachers more effective in stimulating student excitement about this increasingly important subject. The assessment surveyed more than 3,000 high school seniors in approximately 300 public and private schools. Questions asked included: (1) Why study geography?; (2) If geography is so important, why was it dropped from the school curriculum?; (3) What geographic knowledge and skills should every student possess?; and (4) Does it really matter if young citizens do not know geography? Suggestions are made to parents, teachers, and administrators about specific actions they can take to improve geography learning in U.S. schools. The document also provides some suggestions for statewide, schoolwide, familial, and individual responses to the alarm raised by the NAEP and other surveys chronicling geographic ignorance. A 9-item reference list is provided. (KM)

ED 343 832 SO 021 881

Cooper, Elizabeth
Philosophy for Children: A Pathfinder and Annotated Bibliography.
PUB DATE- 91
NOTE- 12p.
LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Annotated Bibliographies; Critical Thinking; Educational Resources; Elementary Education; *Elementary School Curriculum; *Library Materials; *Philosophy; Research Tools; Teaching Methods; Users (Information)

Intended for teachers interested in introducing philosophy to elementary students or for parents wishing to acquaint their children or schools with philosophy, this publication contains an annotated bibliography of resources about philosophy for children and a pathfinder for teachers and parents. The bibliography and pathfinder include a number of different kinds of resources including monographs, indexes, journals, and organizations. A pathfinder is a guide to help people access library materials on a particular subject by describing the resources and giving instructions on how to find and use them. This pathfinder is primarily designed to enable teachers to help elementary school youngsters understand philosophy; however, many of the ideas presented in the publications in the pathfinder also apply to teaching philosophy in junior and senior high schools or the home. (DB)

ED 343 833 SO 021 886

Hardin, Julia P., Ed.; Moulden, Richard G., Ed.
We, the People of the World... Special Programs in Citizenship Education: Comparative Legal Systems. SPICE V.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 91
NOTE- 266p.; Written by SPICE V classroom teachers.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; *Comparative Analysis; Constitutional Law; Elementary Secondary Education; Environment; Foreign Countries; *Law Related Education; Social Studies; Teaching Methods

This compilation of over 40 lesson plans on various topics in law related education was written by classroom teachers from around the United States who had participated in the fifth of an annual series called Special Programs in Citizenship Education (SPICE)--weeklong institutes devoted to learning about different cultures and laws. Called SPICE V for short, this most recent institute was held in the summer of 1991 with some 100 professionals in attendance. The lessons collected in this document are divided into four main categories: Comparative Law; Constitutional Law and History; Environmental Law; and Other. Sample lessons from each category, respectively, include: "A Comparative Analysis of Jury Systems"; "Bill of Responsibilities"; "Catamount Controversy: A Study of An Environmental Issue"; and "Becoming a Land Owner." Each lesson features the following information for teachers: overview, goals, audience, time to complete, materials, procedures, and tips for the teacher. Lessons are provided for each grade level. (DB)

ED 343 834 SO 021 894

Fine, Judith
Values, Influences, and Peers (VIP) Program Review.
PUB DATE- Mar 91

NOTE- 183p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Citizenship Education; Foreign Countries; *Grade 6; Intermediate Grades; Parent Attitudes; *Peer Influence; Self Concept; Student Attitudes; *Student Educational Objectives; Values Education
IDENTIFIERS- Canada; *Peel Board of Education ON

This report reviews the Values, Influences, and Peers (VIP) program in the Peel, Ontario schools. Originally developed as a joint initiative of the Ministry of Education and the Ministry of the Solicitor General, the VIP program was first introduced in Peel in 1983 as a pilot initiative in one school. Launched as a response to an increase in vandalism in the Peel schools, the program was from its inception delivered with the assistance of the Peel Regional Police, who presented 3 of the 12 lessons of the program. Specifically, the program was designed to help grade 6 students learn to cope with negative peer pressure and to provide them with opportunities to develop positive self-concepts and the habits and values of good citizenship. This review of the VIP program was intended to determine its efficiency and effectiveness in its first years of use. Five research objectives were formulated toward this end: (1) to gather demographics on VIP program delivery; (2) to evaluate the mandated teacher service on the VIP program; (3) to determine program impact by evaluating student, teacher, and school administrator attitudes, insights, and awareness related to major VIP program objectives; (4) to evaluate attitudes toward/impact of the police involvement in VIP program; and (5) to evaluate parents' awareness and perceptions of the VIP program. The report contains 11 sections: (1) Executive Summary; (2) Recommendations; (3) Overview of the VIP Program; (4) Rationale for the Review; (5) Objectives and Timeframe; (6) Demographics on VIP Program Delivery; (7) Mandated Teacher Inservice on VIP; (8) VIP Program Impact; (9) Involvement of the Peel Regional Police in VIP; (10) Parent Perceptions of VIP; and (11) Summary and Conclusions. Fourteen appendices include the program survey instruments, sample pre- and post-program sociomoral reasoning tasks, and summative surveys for students, teachers, administrators, and parents. (DB)

ED 343 835 SO 022 020

Phillips, Roy G.

African Roots of Cultural Diversity in American Society: Rationale for a Critical Analysis and Reform in American Higher Education.

PUB DATE- Jul 91
NOTE- 17p.; Paper presented at the Council on Black Americna Affairs Forum at the Leadership 2000 League for Innovation Conference (Chicago, IL, July 7-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Black Influences; *Blacks; *Cultural Differences; Cultural Influences; Curriculum Development; *Curriculum Evaluation; *Curriculum Research; Educational Philosophy; Higher Education; *Minority Groups; Secondary Education

The view that people of black African descent have made few significant contributions to the history of mankind is a widely held concept in the social science and humanities curricula of U.S. secondary and higher education. Prior to celebrating the cultural diversity of the United States, the curriculum and materials should be analyzed and reformed. Recognition of minority contributions often are presented in isolation during special events of ethnic heritage, and this exclusion may be the cause of widespread racial unrest on campuses across the United States. A summary overview of the historical literature with respect to the planned and purposeful exclusion of people of black African descent as contributors to the diversity of classical Western culture is provided, and the issues surrounding this exclusion are examined. The impact of this exclusion on the psychological and cognitive development of children of black African descent within the U.S. education system also is discussed. Recommendations to correct this dilemma are offered: (1) each child's cultural heritage should be represented in the curriculum, because such inclusions serve as credible references and stimuli for learning; and (2) the Council on Black American Affairs should take the lead and assemble other education groups to initiate a reform movement to review social science and humanities curricula and recommend necessary changes required to reflect the presence and significant contributions of people of black African descent and other minority groups. (KM)

ED 343 836 SO 022 021

Christensen, Lois M.

In Search of the Heart of America: A Primary Grade Geographical Musical Play in Study of the United States.

PUB DATE- 91
NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cultural Activities; Enrichment Activities; *Geography; *Interdisciplinary Approach; *Map Skills; *Music Activities; Physical Geography; Political Divisions (Geographic); Primary Education; Teaching Methods

To introduce primary grade children to the five themes in geography, a play about the United States is presented as a musical. The five themes are location, place, human environment interaction, region, and movement. The play is designed to help students understand the multicultural nature of U.S. history. Eleven states are located on a map and students describe characteristics of each state including landforms, state symbols, famous people, and natural resources. As the musical moves from state to state, songs related to each place are sung. The songs include "New York, New York" and "Sweet Home, Alabama." (KM)

ED 343 837 SO 022 027

Integrating Technology into the K-12 Music Curriculum.

PUB DATE- Jun 90
NOTE- 247p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Computer Assisted Instruction; *Computer Software; Computer Uses in Education; Curriculum Development; Educational Resources; *Educational Technology; Elementary Secondary Education; *Music Education; *State Curriculum Guides; Student Educational Objectives
IDENTIFIERS- *Musical Instrument Digital Interface; *Washington

This guide is intended to provide resources for integrating technology into the K-12 music curriculum. The focus of the guide is on computer software and the use of MIDI (Musical Instrument Digital Interface) in the music classroom. The guide gives two examples of commercially available curricula that integrate technology as well as lesson plans that incorporate technology on the subjects of music fundamentals, aural literacy composition, and music history. The guide provides ERIC listings and literature concerning computer assisted instruction. Ten appendices containing information on music-related technology are provided, including lists of software, software publishers, books and videos, MIDI equipment manufacturers, and book and periodical publishers. (DB)

ED 343 838 SO 022 028

Loyless, Bonnie W.
Research and Display Attributes of Social Science Fair Projects.
PUB DATE- 91
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical
(143),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Competition; *Educational Research; *Evaluation Methods; Intermediate Grades; Interviews; Parent Influence; *Science Fairs; Scientific Attitudes; *Scientific Methodology; Secondary Education; *Social Studies; *Teacher Influence; Teaching Methods; Visual Literacy

This study was designed to answer the following questions relative to social science fair projects: (1) To what extent were instructional media techniques utilized in the project display? (2) To what extent did teachers assist students with topic selection for the projects? (3) To what extent were the teachers and media specialists involved with students in the research for the projects? (4) How much class time did students spend on project development? and (5) To what extent were parents involved in project development? In order to answer these questions, projects were photographed at a regional social science fair and evaluated. The researcher also attended briefing sessions for judges and listened to their rationales for selecting the award winners. A survey questionnaire was sent to the teachers of award winners to elicit further information. Two of the findings from the study indicated that winners received higher ratings from the researcher for visual presentation, and the judges revealed that the use of the scientific method was important in good research. (KM)

ED 343 839 SO 022 097

Authorized Elementary Social Studies Resources.

PUB DATE- 91
NOTE- 139p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

(055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Educational Objectives; *Educational Resources; *Elementary Education; Elementary School Curriculum; Foreign Countries; Instructional Materials; *Social Studies; Student Educational Objectives
IDENTIFIERS- *Alberta

This annotated catalog of resources is designed to help elementary school teachers in Alberta, Canada select resources to be used in teaching the province's social studies program. The social studies program is organized around a focus area and three topics for each grade. The focus areas are: Grade 1, Me and Others; Grade 2, People Today; Grade 3, Communities; Grade 4, Alberta; Grade 5, Canada; and Grade 6, Meeting Human Needs. Resources are grouped in two categories: Basic and Support (formerly called Recommended and Supplementary). Basic resources are those authorized as the most appropriate for addressing the majority of learner expectations; support resources are those authorized to assist in addressing some learner expectations of a course, a course component, or across grades. Listed resources include print, computer courseware, kits, maps, atlases, globes, video cassettes, and teaching resources. Appendices identify lists of teaching resources produced by Alberta Education, additional teaching resources, suppliers, regional offices of education, and media centers. A format index, a series index, and a title index are also included. (DB)

ED 343 840 SO 022 186

Gallagher, Arlene F.; Singleton, Laurel R.
Education for Freedom: Lessons on the First Amendment for Elementary School Students (K-6).
SPONS. AGENCY- Knight Foundation, Inc., Akron, Ohio.
PUB DATE- 91
NOTE- 93p.; A product of the Education for Freedom Project. For the companion volume for grades 6-12, see SO 022 187. Title on cover differs from title page.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Citizenship Responsibility; *Constitutional History; *Constitutional Law; Educational Objectives; *Elementary Education; *Law Related Education; Student Educational Objectives; United States History
IDENTIFIERS- *First Amendment; *United States Constitution

These lesson plans on the First Amendment are designed to help elementary school students to understand the history and meaning of the First Amendment and its importance in today's society. Seven lessons for primary grades cover the following topics: (1) Forms of expression; (2) Rights in daily life; (3) The First Amendment; (4) The right to meet in groups; (5) Using your rights; (6) Rights in conflict; and (7) Take away a right. Eight lessons for intermediate elementary grade students are provided on the topics of: (1) The case of the unconstitutional framework; (2) The First Amendment in the news; (3) Life without the First Amendment; (4) Limits to First Amendment rights; (5) Is flag burning protected speech?; (6) Was a Bill of Rights necessary?; (7) How has the First Amendment changed?; and (8) Liberties around the world. Each lesson contains a brief introduction and information on objectives, skills to be practiced, time required, materials and preparation needed, procedure, enrichment/extension activity, and related children's literature. The primary grades section includes information to help teachers teach First Amendment themes and holidays, a bibliography that lists curriculum resources and background reading, and an appendix that discusses social science concepts in the included lessons. The intermediate grades section includes suggested projects, a bibliography, and an appendix briefly outlining social science concepts in the intermediate materials. Both sections contain a description of the Education for Freedom Project, a First Amendment background paper, and a general introduction to the lesson materials. (DB)

ED 343 841 SO 022 187

Miller, Barbara; And Others

Education for Freedom: Lessons on the First Amendment for Secondary School Students (6-12).

SPONS. AGENCY- Knight Foundation, Inc., Akron, Ohio.

PUB DATE- 91

NOTE- 147p.; A product of the Education for Freedom Project. For the companion document, see SO 022 186. Title on cover differs from title page.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Citizenship Education; Citizenship Responsibility; *Constitutional History; *Constitutional Law; Educational Objectives; Intermediate Grades; *Law Related Education; *Secondary Education; Student Educational Objectives; United States History

IDENTIFIERS- *First Amendment; *United States Constitution

These lesson plans on the First Amendment are designed to help secondary school students to understand the history and meaning of the First Amendment and its importance in today's society. The manual has two sections, one for middle school, the other for high school. Ten lessons for middle school students cover the following topics: (1) Throwing our rights away; (2) Using the First Amendment; (3) Free expression: what should be protected?; (4) Expression at school; (5) Religion at school; (6) Privacy and the First Amendment; (7) Your right to know: the privacy triangle; (8) Should the Bill of Rights be amended?; (9) First Amendment rights; and (10) The First Amendment in posters (evaluation). Subjects covered by the 10 lessons for high school students are: (1) Students and rights: beliefs and realities; (2) First Amendment freedoms survey; (3) Life without the First Amendment; (4) An established church in America?; (5) Free exercise of religion; (6) Freedom of speech; (7) Freedom of the press; (8) Freedom of assembly; (9) Petitioning government; and (10) The First Amendment in its third century. Each lesson contains an introduction and information on objectives, time required, materials and preparation involved, procedure, and extension/enrichment activities. A bibliography follows each set of lessons. Both the middle school and high school sections of this manual provide a description of the Education for Freedom Project, a First Amendment background paper, and a general introduction to the materials used. (DB)

ED 343 842 SO 022 197

Wojtan, Linda S., Ed.; Spence, Donald, Ed.

Internationalizing the U.S. Classroom: Japan as a Model.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 178p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Area Studies; Curriculum Design; *Curriculum Development; Educational Change; Educational Development; *Educational Strategies; Elementary Secondary Education; Foreign Countries; Foreign Culture; *International Educational Exchange; International Relations; International Studies; *Social Studies; Teacher Education; Teaching Methods
IDENTIFIERS- Japan; *Japanese Studies; *United States Study of Education in Japan

This collection of essays presents a rationale for incorporating teaching about Japan in the K-12 curriculum. The volume provides practical examples and guidelines about how to achieve this goal. The essays are organized into three main categories--professional development, curriculum design and enhancement, and exchange. The essays include: "Rationales for Teaching about Japan: Some Reflections" (D. Grossman); "Internationalizing the Social Studies Teacher Education Program: Japan as a Case Study" (P. Weiss); "In-Service Workshops" (R. Martin); "Summer Institutes in the United States" (K. Woods Masalski; L. Wojtan); "Anatomy of a Curriculum Development Project" (G. Mukai); "Creating a Japanese Teaching Resource Center" (Y. Oguzertem; C. Risinger); "Developing Precollegiate Japanese Language Programs" (D. Spence); "Effective Study Tours: Predeparture, On-Site, and Follow-through Activities" (L. Parisi; D. Christian); "Exchange: Bringing People and Ideas Together" (J. Cogan); "Contemporary U.S.-Japan Business Relations: Issues and Networking" (D. Barry; L. Ellington); and "Dwelling in the Experience of Others: Intercultural Collaboration in Action, Japanese Dimensions" (B. Finkelstein). An annotated bibliography of approximately 80 items also is included, as well as lists of organizations numbering 13 educational exchange organizations and 14 members of the National Precollegiate Japan Projects Network. (DB)

ED 343 843 SO 022 248

Makedon, Alexander

The Towering Tenacity of Student Social Class: How Effective Can Effective Schools Be?

PUB DATE- 30 Jan 92

NOTE- 18p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Educational Research; *Educational Sociology; Educational Theories; *Effective Schools Research; Elementary Secondary Education; Public Schools; School Effectiveness; *Social Bias; *Social Class; Social Science Research; Social Theories; Socioeconomic Status; Sociology

A number of sociological research findings on middle class bias of the traditional public school are reviewed. Unless the effective schools research movement expands to include alternative educational research structures in its research efforts, it may fail to find effective schools that are equally effective for both low and middle socioeconomic status students. A 90-item reference list is included. (DB)

ED 343 844 SO 022 282

Haas, Mary E.; Inuwa, Ahmed R.
The Perception of Nigerian Students in Kano State of Other Nations and Other People.
PUB DATE- 22 Apr 92
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 22, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; *Educational Development; Foreign Countries; Foreign Culture; Global Approach; Grade 4; Grade 8; Grade 12; Information Sources; Intermediate Grades; International Education; Secondary Education; *Student Attitudes
IDENTIFIERS- Global Education; *Nigeria (Kano State)

This study examined the views of three groups of students in Kano, Nigeria concerning other nations and their peoples. The research was designed to test the hypotheses of previous researchers who have speculated that children's attitudes toward other nations can be explained by developmental theories. Specifically, the study sought to answer three questions: How do Nigerian students from Kano State view other nations and their people? What are the source(s) of the Nigerian students' knowledge about other nations and people? and Does the perception of Nigerian students toward other nations and people support the developmental hypotheses proposed by previous researchers? For this study, groups of students in grades 4, 8, and 12 formed the sample. A survey was used in which students were asked to assign various adjectives to nine nations: China, England, France, Japan, the United States, USSR, Nigeria, Saudi Arabia, and Ghana. Eighth and twelfth graders were asked about the sources of their information. From the findings, it was concluded that Kano students at all grade levels had strong, measurable perceptions about their own nation and other nations. Students tended to view nations in a positive and friendly way. It is suggested that since it would appear that young children have distinct views of other nations, an early introduction to learning about other nations and people is both important and appropriate. A 6-item reference list is included. (DB)

ED 343 845 SP 033 576

Kirby, Sheila Nataraj; And Others
New and Returning Teachers in Indiana: Sources of Supply.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 91
NOTE- 93p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Beginning Teachers; *Career Choice; Elementary Secondary Education; Employment Patterns; Futures (of Society); *Needs Assessment; *Profiles; Public School Teachers; State Departments of Education; *State Surveys; *Teacher Supply and Demand; *Teaching (Occupation); Teaching Experience; Trend Analysis
IDENTIFIERS- *Indiana

This study, conducted in Indiana, describes sources of teacher supply, various paths individuals take into teaching, and how the paths have changed over time. Findings are based on: a computerized file containing a record for each Indiana teacher from 1965 to 1988; a survey of all Indiana teachers who taught in school year 1987-88, but not in the previous year; and a survey of new 1988-89 hires. New and returning teachers are profiled and paths to teaching are detailed. The objectives of the study are: to assess the current teacher supply and demand in Indiana; to determine and recommend policies that will ensure an adequate supply of certified teachers; and to provide the Indiana State Department of Education with the capability of monitoring and performing future assessments of teacher supply and demand. Following a preface, summary, acknowledgements, figures and tables, the report is organized into four sections: (1) Introduction; (2) The Changing Profile of Newly Hired Teachers; (3) Profile of Teachers in the Survey Sample; and (4) Conclusions including historical trends, survey results, and policy implications. A survey of newly hired teachers in Indiana public schools, 1988-89, and a 1989 Indiana teacher survey are appended. (LL)

ED 343 846 SP 033 581

Melenyzer, Beverly J.

Empowering the School Community: Meeting the Challenge through Intra-University and University-School District Collaboratives.

PUB DATE- Nov 91
NOTE- 29p.; Paper presented at the Annual National Conference of the National Council of States on Inservice Education (16th, Houston, TX, November 22-26, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Administrator Education; *College School Cooperation; *Educational Cooperation; Educational Environment; Ethnography; Higher Education; Inservice Teacher Education; Intermediate Grades; Junior High Schools; Middle Schools; Preservice Teacher Education; *Teacher Attitudes; Teacher Education Curriculum
IDENTIFIERS- *Teacher Empowerment

Results from an ethnographic study reveal the meanings and social actions of teachers and administrators that were used to support a teachers' theory of empowerment. This practitioner's model offers a definition, principles, and behaviors that reflect teacher empowerment as it occurs in the school. Implications of this model for building intra-university and school district collaboratives are discussed. The paper proposes ways of integrating the principles of empowerment into preservice and inservice teacher and administrator education programs. Results of the one-year ethnographic study are based on narrative accounts of their daily lives by 40 elementary and middle school teachers and their administrators. According to the findings of the study, the following elements promote and sustain teacher empowerment: (1) the school culture as reflected in the cultural norms; (2) the social practices and social knowledge of empowered teachers; and (3) transformative leadership. Twenty-seven references are included. (Author/IAH)

ED 343 847   SP 033 582

Friedman, Malcolm
Empowering Staff: Evaluation of First Year Program in Preparing Special Populations for Leadership Roles in Special Education.
PUB DATE- Nov 91
NOTE- 29p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (16th, Houston, TX, November 21-26, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Career Development; Educational Administration; Elementary Secondary Education; Faculty Development; Higher Education; *Leadership Training; Mentors; *Minority Groups; Program Descriptions; *Program Evaluation; Questionnaires; *Special Education; *Supervisory Training; *Womens Education
IDENTIFIERS- Long Island University NY; Staff Empowerment

The Special Education Leadership Program began at the Brooklyn Center of Long Island University in 1991. The project was designed to identify, train, and mentor 19 skilled teachers and clinicians in special education who aspired to supervisory and administrative careers. About 70 percent of the target population consisted of persons from traditionally underrepresented populations in educational administration. The project provides for academic study, mentoring, and seminars, and completion of a 36-credit curriculum leading to New York State certification as school district administrator and a professional diploma. Students gain competency in leadership, management, curriculum and instruction, staff personnel, student personnel, in-district relationships, outside professional organizations, and specialized administrative areas. Project staff includes a director who coordinates and evaluates all activities, two on-site faculty trainers, and two mentors. Because the mentors are female minority group members who filled high level administrative positions, they are appropriate role models. Evaluation of the project's first year indicates that it was successful. The mentoring component was a worthwhile adjunct to on-campus work, providing an arena for anticipatory socialization in the field setting. The Special Education Leadership Preparation Program Leadership Scholars' Questionnaire is appended. (SM)

ED 343 848 SP 033 598

Gudmundsdottir, Sigrun; Saabar, Naama
Cultural Dimensions of the Good Teacher.

PUB DATE- Sep 91
NOTE- 10p.; Paper presented at a meeting of the International Study Association of Teacher Thinking (Surrey, England, September 23-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Cultural Influences; *Educational Quality; Elementary Secondary Education; Excellence in Education; Foreign Countries; *Teacher Characteristics; *Teacher Effectiveness; Teacher Student Relationship; *Teaching (Occupation); *Teaching Methods
IDENTIFIERS- China; England; Israel; Norway; United States

The paper reviews research that describes good teaching in several cultures, focusing on teachers and teaching in China, England, Israel, Norway, and the United States. A root metaphor is used to describe good teaching in each culture. In China, good teacher are described as virtuosos because their art is teaching, and there is very little variation in teaching methods. In England, the good teacher is a superman who needs to have exceptional personal qualities, super command of pedagogical skill, exceptional subject matter background, and faultless conduct. Good teachers in the United States are described as skilled performers because they are artists who base their art on solid craft knowledge and bold imagination, and because they are improvisors on stage, sensitive to the responses of their audiences. The good teacher in Israel is a creator of a nation with the responsibility for transmitting cultural knowledge to the younger generation. Good teachers in Norway are looked upon as caregivers and interpreters of texts. They are expected to be good colleagues who are caring, and who have honed pedagogical skills and subject matter expertise. The research shows that various elements of good teaching are accepted as qualities in one culture but as liabilities in another. (SM)

ED 343 849 SP 033 602

Ilott, J. F. D.; Ilott, Helen G.

Diverse Models of Collaboration in Teacher Education.

PUB DATE- Feb 92
NOTE- 17p.
LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; *Collegiality; Elementary Secondary Education; Foreign Countries; Higher Education; *Intercollegiate Cooperation; Interprofessional Relationship; Practicums; Preservice Teacher Education; Program Descriptions; *Program Effectiveness; *Teacher Education Programs
IDENTIFIERS- Canada; *University of Alberta (Canada)

The University of Alberta (Canada) has developed a range of collaborative relationships in its teacher preparation program. Over 5 years, the faculty developed collaborative relationships in five categories: (1) meta-collaboration to promote and study collaboration; (2) university students in regular classrooms during curriculum and instruction courses; (3) accommodation of junior high school students at the university for one of their required courses; (4) assignment of university faculty to school districts for supervision of practicum experiences; and (5) partnerships between postsecondary education institutions, especially between two-year programs and the university. The collaborative model has proven productive for the Faculty of Education at the University of Alberta, and most faculty have made extensive commitment to the model. In most cases, partnerships have improved both programs. As a result of the project seven important facts were noted: leadership and commitment must be learned from the senior administrators of both partners; creative partnerships require support and freedom from senior administration; a range of participants and purposes should be fostered; the goals of cooperating institutions do not need to be identical; the placement of personnel is important; collaboration helps establish rewarding and regenerating professional relationships; and working collaboratively is not the easy way to solve problems. (SM)

ED 343 850 SP 033 606

Konecki, Loretta R.
Water, Water Everywhere. An Integrated Approach to Science Preparation for Elementary Teachers.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Feb 92
NOTE- 57p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (72nd, Orlando, FL, February 15-19, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Course Content; *Curriculum Development; Demonstration Programs; *Educational Improvement; Elementary Education; *Elementary School Science; Higher Education; Preservice Teacher Education; *Science Education; *Teacher Education Curriculum; Water
IDENTIFIERS- Grand Valley State University MI; *Project PRISE MI

Project PRISE (Project to Improve Science Education) was designed to improve science preparation for preservice elementary teachers. Because students were familiar with water, and because water was so abundant in the project area (Grand Valley State University, Michigan), it was chosen as the theme. The PRISE curriculum development process began with identification of the theme. The idea's component features were developed (audience, objectives, courses, and evaluation). Extensive discussion, interaction, and research was very important in expanding faculty understanding of elementary science education, how science is learned, and how science can be taught to foster greater understanding. The learning and sharing phases were followed by the creative course-development phase. Once courses were developed and approved, they were piloted, evaluated, and revised. PRISE begins with a course entitled "Great Lakes and Other Water Resources." It is followed by disciplinary courses in earth science, physical science, and chemistry. Three appendices offer a PRISE reading list, concepts maps for courses and workshops, and the "Water, Water Everywhere" booklet for children. (SM)

ED 343 851 SP 033 610

Majhanovich, Suzanne

Multicultural Education: A Canadian Perspective.

PUB DATE- Feb 92
NOTE- 16p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (San Antonio, TX, February 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Education Programs; Boards of Education; Case Studies; *Cultural Pluralism; Educational Policy; Elementary Education; *Ethnic Groups; Foreign Countries; *Heritage Education; Higher Education; Integrated Curriculum; *Multicultural Education; Multilingualism; Native Language Instruction; Official Languages; Parent Participation; Second Language Instruction; Teacher Education Programs
IDENTIFIERS- *Canada; Ontario (North York); Ontario (Toronto)

This paper presents a discussion of multicultural policies in Canada, implications for teachers and schools, multicultural resources, and heritage language education. A case study of an elementary school in North York, a borough of metropolitan Toronto (Ontario, Canada), illustrates the positive effects that can accrue when a multicultural approach to teaching is adapted. The practice of heritage language instruction in Canada is addressed and focuses on the problems and attempted solutions in Ontario where heritage language teaching is integrated into the regular curriculum. This means that core curriculum subjects will be taught in the students' native language in order to best ensure success of immigrant students later in the educational system, and that such language instruction is available not only to specific ethnic groups but to all children who wish to take avantage of extra language instruction. In order to prepare qualified teachers competent in an official language (French or English) as well as in heritage languages and comfortable in a multicultural framework, teacher training programs need to provide up-to-date techniques and theories of second language teaching. (LL)

ED 343 852 SP 033 611

Erb, Dorothy J.; Keesbury, Forrest

Seeing the Island from the Other Shore: Attempts To Bring Together Teacher Education Students from Predominantly White and Historically Black Institutions.

PUB DATE- 27 Feb 92
NOTE- 9p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (San Antonio, TX, February 25-28, 1992).
LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Colleges; *Cultural Awareness; Cultural Differences; Experiential Learning; Higher Education; *Intercollegiate Cooperation; Minority Groups; *Multicultural Education; Preservice Teacher Education; *Student Exchange Programs; Student Teacher Attitudes
IDENTIFIERS- *Marietta College OH; *Stillman College AL

The absence of cultural diversity in the student body at Marietta College (Ohio) and in the surrounding public school sites has been a concern of the education department at Marietta College. To help provide an effective multicultural experience for preservice teachers, Marietta College built a cooperative student exchange program with Stillman College (Alabama), a historically black institution. The week-long program provided experiences in culturally, racially, and socioeconomically diverse classrooms. It also arranged for two Marietta education department faculty members to spend a week at Stillman College. While at Stillman, Marietta students roomed with Stillman students and were immersed in the daily life of the college. Each student spent a week observing and interacting in a public school classroom. They toured the city to view housing and living conditions. Feedback from students and faculty at both colleges indicated both personal and professional impact. There was a dramatic change in appreciation and understanding of cultural differences and similarities. Marietta College plans several more Stillman College trips. It has made a commitment to obtain resources to make the Stillman project campus-wide. (SM)

ED 343 853 SP 033 612

Murphy, Patricia D.
Follow-Up Studies in Program Evaluation.
PUB DATE- Feb 92
NOTE- 14p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (San Antonio, TX, February 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accountability; Administrator Attitudes; Curriculum Development; Followup Studies; *Graduate Surveys; Higher Education; Preservice Teacher Education; *Program Evaluation; Program Improvement; School Surveys; Secondary Education; *Teacher Education Curriculum; *Teacher Evaluation
IDENTIFIERS- *North Dakota State University

At North Dakota State University annual follow-up studies have been conducted on teacher education graduates of the secondary teacher preparation program since 1963. Each year, survey forms are sent to all teacher education graduates of the previous year and to the principals or superintendents of graduates who are teaching. The purpose of the follow-up studies is program evaluation, focusing on accountability and program improvement. Results of the surveys are considered in decision making about curriculum development. In addition to the annual graduate and administrator surveys, North Dakota State University has conducted or participated in other national and institutional follow-up activities. Although not all recommendations from the follow-up studies result in curriculum changes, some recommendations have initiated discussion and eventual change.

Some of these changes have been in the areas of classroom management, evaluating student learning, and multicultural education. Faculty development has been provided, and data from follow-up studies have been used in program planning and revision. Examples of the survey forms sent to graduates and supervisors are included. (IAH)

ED 343 854 SP 033 616

Kohut, Sylvester, Jr.
Follow-up Studies at Regional State Universities.
PUB DATE- Feb 92
NOTE- 7p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (San Antonio, TX, February 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beginning Teacher Induction; Education Work Relationship; Elementary Secondary Education; *Followup Studies; Higher Education; *Internship Programs; Models; *Preservice Teacher Education; Public Schools; Research Methodology; *State Universities
IDENTIFIERS- Kutztown University PA; Morehead State University KY; Regional Universities

At regional state universities, teacher education is usually a university-wide endeavor. The majority of American public school teachers are prepared at regional state universities. This paper describes a successful, low-cost follow-up study model at a regional state university, Kutztown University (Pennsylvania) Since 1952, the university has conducted a regular follow-up study of recent graduates to ascertain their success as beginning teachers. Research indicates their graduates are generally pleased with their academic experiences at Kutztown University. The paper also describes the Kentucky Teacher Internship Program (KTIP), a state-wide first-year teacher internship program at Morehead State University. KTIP is a research-based system of observation and evaluation which identifies effective and ineffective teaching behaviors. Based on the commitment to continuing development of teachers through training and support, the internship year bridges the gap between teacher preparation and on-site teaching. KTIP consists of a full year of classroom teaching for which the intern has complete responsibility. It provides immediate, ongoing feedback to the institution from which the intern graduates. Nine recommendations for conducting follow-up studies at regional state universities with implications for small private liberal arts colleges are offered. (SM)

ED 343 855 SP 033 618

Mathies, Bonnie; Uphoff, James K.
The Use of Portfolio Development in Graduate Programs.
PUB DATE- Feb 92
NOTE- 9p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (San Antonio, TX, February 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Evaluation Methods; *Graduate Study; Higher Education; Intercollegiate Cooperation; *Portfolios (Background Materials); *Student Evaluation; Teacher Education
IDENTIFIERS- Central State University OH; University of Dayton OH; *Wright State University OH

The Ohio Consortium for Portfolio Development was formed to further the use of portfolio development in student teacher evaluation. Central State University, a historically Black college, the University of Dayton, a private Catholic institution with a traditional teacher education program, and Wright State University, a commuter institution with many nontraditional undergraduate students, work together to develop differing approaches to using and evaluating portfolios in teacher education. Research shows that portfolio assessment allows students and teachers to be allies in the evaluation process. It identifies several factors in the development and use of portfolios: the process of developing a portfolio is as vital as the final product; levels of reflection are apparent; students indicate that the process helps them integrate their total teacher education program; employers from the elementary secondary sector find that reading a summary of the portfolio prior to interviews makes their use during the interviews much more effective; and the use of the portfolio process during a teacher's entry-year experience is beneficial. The paper describes the use of portfolios in three programs at Wright State University: the Educational Technology programs, the Supervision and Administration programs of the Department of Educational Leadership, and the International Literature for Children and Young People graduate program. (SM)

ED 343 856 SP 033 619

Poulsen, Kristin; And Others
Chickens across the Curriculum: An Experiment in Experiential Learning.

PUB DATE- Feb 92
NOTE- 11p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (San Antonio, TX, February 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- British Infant Schools; *Discovery Learning; *Experiential Learning; Integrated Activities; *Integrated Curriculum; *Laboratory Schools; Learning Activities; *Open Education; Parent Participation; Primary Education; *Student Projects
IDENTIFIERS- Berry College GA; *Farms (Educational); Froebel (Friedrich)

This paper describes: (1) the experiences of a class of 6- and 7-year-old students as they designed and built a small farm on the Laboratory School grounds at Berry College (Georgia); (2) the understanding that comes with the relevant and meaningful experience of building a farm and raising animals; (3) the infusion of Friedrich Froebel's "Kindergarten" into each component of the curriculum; and (4) a model for active parent involvement. The Laboratory School is modeled after the British primary school and provides an open-education laboratory to children. Primary emphasis at the school is on learning basic curriculum through inquiry and sensory-motor experience. Independent thinking and collaborative problem solving skills are fostered. Development of an appreciation for self, others, and learning is central to the school's mission. The curricular ripple effect of this project and the integration of subject matter around a central focus is detailed, and an expansion into science, language arts, mathematics, social studies, the arts, and beyond is demonstrated. (LL)

ED 343 857 SP 033 622

Family Life Education. A Parent's Guide. An Optional Health Education Unit.

PUB DATE- 90
NOTE- 18p.; For other guides in this series, see SP 033 623-626.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescent Development; Curriculum Guides; *Family (Sociological Unit); *Family Life Education; Foreign Countries; Health Education; Intermediate Grades; Junior High Schools; *Life Style; Parent Materials; Safety Education; Sexuality; Units of Study; Values
IDENTIFIERS- Manitoba

Family Life Education is a unit which teaches facts and encourages the development of skills and attitudes that contribute to self-understanding, healthy interpersonal relationships, and successful family life. It promotes the development of physical, emotional, social, and intellectual well-being of young people. This brochure is designed to provide information for parents who may have questions about the Family Life Education Optional Unit, which is designed to be taught as part of the Manitoba Health Education curriculum, a required course of study from kindergarten to grade 9. The brochure informs parents about: the purpose of the program; the role of parents in the process of introducing the unit; and the contents of the Family Life Education Unit for grades 5, 7, and 9. (IAH)

ED 343 858 SP 033 623

Family Life Education. Overview. An Optional Health Education Unit.

PUB DATE- 90

NOTE- 31p.; For other guides in this series, see SP 033 622-626.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Adolescent Development; Curriculum Guides; *Educational Objectives; *Family (Sociological Unit); *Family Life Education; Foreign Countries; Health Education; *Health Promotion; Intermediate Grades; Junior High Schools; Sexuality; Units of Study; *Values Education

IDENTIFIERS- Manitoba

This overview, one of the four components of the Family Life Education optional unit of the Manitoba (Canada) Health Education curriculum, consists of a brief philosophical statement outlining rationale, goals, objectives, and suggested implementation. The other three components are grade level guides designed for grades 5, 7, and 9. The program is designed to reduce the negative personal and social costs associated with contemporary health-compromising adolescent behavior. Specific goals are: to promote the family as an important social unit; to encourage the development of positive lifestyle practices that promote optimal well-being; and to provide students with opportunities to recognize practices that compromise health and plan ways to develop more positive approaches. (IAH)

ED 343 859 SP 033 624

Family Life Education. Grade 5. An Optional Health Education Unit.

PUB DATE- 90
NOTE- 127p.; For other guides in this series, see SP 033 622-626.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescent Development; *Family (Sociological Unit); *Family Life Education; Foreign Countries; Grade 5; Health Education; Health Promotion; Intermediate Grades; *Interpersonal Relationship; *Lesson Plans; *Lifestyle; Sexuality; Units of Study
IDENTIFIERS- Manitoba

The Family Life Education optional unit of the Manitoba (Canada) Health Education curriculum reflects the current emphasis in health education on preventive medicine, total well-being, and the assumption of individual responsibility for health. The unit as a whole consists of four components: an overview and three grade level guides designed for grades 5, 7, and 9. The grade 5 instructional package is organized around five themes: "The Importance of Families"; "Human Growth and Development"; "Relationships and Responsibilities"; "Personal Safety"; and "Promoting Positive Lifestyle Practices." The package includes 15 age-appropriate lessons that contain student objectives, suggested activities, teaching aids, teacher background notes, references, and information about required materials. A list of family life education audiovisual resources is included. (IAH)

ED 343 860 SP 033 625

Family Life Education. Grade 7. An Optional Health Education Unit.
PUB DATE- 90
NOTE- 107p.; For other guides in this series, see SP 033 622-626.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescent Development; Curriculum Guides; Dating (Social); *Educational Objectives; *Family (Sociological Unit); *Family Life Education; Foreign Countries; Grade 7; Health Education; Health Promotion; Junior High Schools; *Lesson Plans; *Lifestyle; Sexuality; Units of Study
IDENTIFIERS- Manitoba

The Family Life Education optional unit of the Manitoba (Canada) Health Education curriculum reflects the current emphasis in health education on preventive medicine, total well-being, and the assumption of individual responsibility for health. The unit as a whole consists of four components: an overview and three grade level guides designed for grades 5, 7, and 9. The grade 7 instructional package is organized around five themes: "The Importance of Families"; "Human Growth and Development"; "Relationships and Responsibilities"; "Personal Safety"; and "Promoting Positive Lifestyle Practices." Specific topics include: "Family Functions"; "The Endocrine System"; "Personal Hygiene"; "Caring for Family Members"; "Dating: Concerns and Responsibilities"; and "Sexual Assault Prevention." The package includes 12 age-appropriate lessons that contain student objectives, suggested activities, teaching aids, teacher background notes, references, and information about required materials. A list of family life education audiovisual resources is included. (IAH)

ED 343 861 SP 033 626

Family Life Education. Grade 9. An Optional Health Education Unit.

PUB DATE- 90
NOTE- 177p.; For other guides in this series, see SP 033 622-625.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescent Development; Curriculum Guides; Dating (Social); *Educational Objectives; *Family (Sociological Unit); *Family Life Education; Foreign Countries; Grade 9; Health Education; Health Promotion; Junior High Schools; *Lesson Plans; *Lifestyle; Sexuality; Units of Study
IDENTIFIERS- Manitoba

The Family Life Education optional unit of the Manitoba (Canada) Health Education curriculum reflects the current emphasis in health education on preventive medicine, total well-being, and the assumption of individual responsibility for health. The unit as a whole consists of four components: an overview and three grade level guides designed for grades 5, 7, and 9. The grade 9 instructional package is organized around four themes: "Importance of Families"; "Human Growth and Development"; "Promoting Positive Lifestyle Practices"; and "Dilemmas and Issues." This final component includes the following topics among others: "Dating Relationships"; "Pregnancy and Drugs"; "Solving Problems Assertively"; "Sexual Assault Prevention"; and "Family Problems." The package includes 19 age-appropriate lessons that contain student objectives, suggested activities, teaching aids, teacher background notes, references, and information about required materials. A list of family life education audiovisual resources is included. (IAH)

ED 343 862   SP 033 631

Anderson, Debra J.
A Quantitative Analysis of Student Teacher Supervision Models: Implications for the Role of University Supervisors.
PUB DATE- Feb 92
NOTE- 20p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Orlando, FL, February 15-19, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; Higher Education; Models; National Surveys; Preservice Teacher Education; Questionnaires; *Student Teacher Supervisors; Student Teaching; *Supervisory Methods; *Teacher Role; *Teacher Supervision
IDENTIFIERS- Reform Efforts

Teacher education institutions (N=197) were surveyed to determine what effect, if any, the reform movement has had on student teaching supervision, particularly on the role of university supervisors. In addition, institutions were asked about trends in and concerns about supervision. Findings indicate that: (1) the majority (86.8 percent) of institutions use a traditional model of student teaching supervision; (2) some institutions (16.8 percent) have changed their model of supervision in the past 5 years (changes were made to the traditional model, the clinical professor model, the teacher adjunct model, and the master teacher-apprentice model); (3) the role of university supervisors remains largely traditional; (4) the trends cited most often by respondents incorporate some of the ideas promoted by the Holmes Group, including professional development schools; and (5) teacher educators are concerned that program changes reflect improvement, not budgetary decisions. The questionnaire is included in the text. (IAH)

ED 343 863 SP 033 632

Shelley, Ena; And Others
Site-Based, Collaborative Early Childhood/Elementary Preservice Program.
PUB DATE- 25 Oct 91
NOTE- 83p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Course Descriptions; Course Organization; Early Childhood Education; *Education Courses; *Education Majors; Elementary Education; Higher Education; Preservice Teacher Education; *Program Content; Program Descriptions; Teacher Certification; *Teacher Characteristics; *Teacher Education Programs
IDENTIFIERS- Butler University IN; *Reform Efforts

A program plan was developed at Butler University (Indiana) which responds to the call for teacher education reform. The Butler response incorporates research of the professional educational community; reflects the direction of the university at large and the college of education in particular; addresses the needs of students at the university; and speaks to the children, teachers, and administrators who teach and learn at the elementary and early childhood levels. The document is organized into three parts. Following an introduction, a rationale articulates and defines elements crucial to quality educational preparation (teacher thinking, technique, and behavior), along with a profile of a Butler student. The second part, Distinguishing Features of the Program, includes theoretical elements, programmatic elements, course elements, and evaluation. The final section offers course sequence, a three-block design, and a program certification plan. Four appendices contain copies of the Butler College of Education Competencies; Early Childhood Certification; Faculty Load; Clinical School Descriptions; and Course Syllabi. (LL)

ED 343 864 SP 033 633

Holdzkom, David; And Others
A Longitudinal Study of Teacher Performance Evaluation.
PUB DATE- Mar 89
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Evaluation Research; Evaluators; Longitudinal Studies; Program Development; *Program Evaluation; Research Methodology; State Programs; Statistical Analysis; *Teacher Evaluation
IDENTIFIERS- North Carolina

Educators in North Carolina, recognizing a need to develop a more objective, performance-based teacher evaluation system, determined that evaluation of teachers should have both formative and summative outcomes and should focus on improvement of teacher skills. The Teacher Performance Appraisal System (TPAS), a companion to the North Carolina Career Development Program, requires at least three classroom observations of a teacher by either the principal or a peer observer. Both of these programs focus on the growth and development of educators, both teachers and teacher evaluators. A large-scale, state-ordered review of the performance system, as perceived by evaluators and evaluatees, led to the present study, which examines the results of the evaluation system over a 3-year period (1985-86 to 1987-88). The study examines the evaluations of teachers (up to 6,257) in 15 different school districts. In general, results of this study confirm and illuminate the improvement in performance expected of both evaluators and teachers for the first 3 years of a 4-year pilot program. Results also confirm the developmental and interactive nature of these improvements. (IAH)

ED 343 865 SP 033 634

Zelazek, John R.; Lamson, Sharon

Action Research and the Student Teacher: A Framework for Problem-Solving and Reflective Thinking.

PUB DATE- Feb 92
NOTE- 9p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (72nd, Orlando, FL, February 15-19, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reference Materials - General (130)
DESCRIPTORS- *Action Research; *Education Courses; Elementary Education; Higher Education; Preservice Teacher Education; Problem Solving; Student Development; *Student Teachers; *Teacher Education Curriculum
IDENTIFIERS- Central Missouri State University; Reflective Thinking

This paper describes a course taken by elementary student teachers at Central Missouri State University, with particular emphasis on the action research projects that are a part of the course requirements. The intent of the course and the action research is to foster in the student teachers reflective decision making in their own classrooms. Components of the course and of the action research assignment are outlined. The paper concludes with a list of approximately 70 action research topics that were researched in 1990-1991. (IAH)

ED 343 866 SP 033 642

Ware, Ralph H.
The Collaborative Role of Higher Education in the Mentor Teacher-Internship Program in New York State.
PUB DATE- Feb 92
NOTE- 27p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (72nd, Orlando, FL, February 15-19, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Beginning Teacher Induction; Beginning Teachers; *College School Cooperation; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; *Mentors; School Role; *Schools of Education; State Legislation; State Programs; *Surveys; Teacher Certification; Teacher Education Curriculum
IDENTIFIERS- New York; *New York State Mentor Teacher Internship Program

The New York State Mentor Teacher-Internship Program (MTIP) was established by law in 1986 to provide formative peer guidance and assistance to first-year teachers. This paper provides a summary of the state regulations on mentor programs; presents an overview of a 1986-1987 report on MTIP; and reports on three surveys of colleges and universities with teacher certification programs (January 1989, December 1989, and November 1991). The 1991 survey is reported in greater detail. Data in the 1991 survey were collected from respondents (N=43) on: (1) the level of individual and institutional involvement at the higher education level with any mentor teacher-internship programs in any state elementary and/or secondary school; (2) types of services offered (e.g., program development, training of mentors, subject area workshops); (3) workshops, seminars, and/or courses in mentoring; (4) skills taught in courses offered; and (5) additional initiatives to help beginning teachers. The review of these investigations suggests several areas for attention: all parties need to focus on the benefit of collaboration; the New York State Department of Education needs to acknowledge the crucial role of institutions of higher learning; criteria for the continuing assistance of teachers in their professional development must be agreed upon; and state funding needs to be settled. Attachments include: regulations related to state certification requirements for secondary teachers; a list of colleges and universities responding to the 1991 survey; and a copy of the 1991 survey instrument. (IAH)

ED 343 867 SP 033 643

Wieseman, Robert A.; And Others

A Follow-Up Study on Learning Styles: Using Research To Facilitate Educational Excellence.

PUB DATE- Feb 92
NOTE- 30p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Orlando, FL, February 15-19, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Cognitive Style; Correlation; *Education Majors; *Field Dependence Independence; Followup Studies; Higher Education; Preservice Teacher Education
IDENTIFIERS- Auburn University AL; Group Embedded Figures Test

Cognitive style indicates how a learner thinks and responds to the environment. Cognitive styles of education majors appear to have an impact on performance in preservice education coursework. This study classifies as field dependent or field independent the cognitive styles of 537 education majors at Auburn University (Montgomery, Alabama) and investigates the relationship of the students' cognitive style to their academic performance across curricula. Findings indicate that the subjects were predominantly field-dependent, socially oriented learners. Findings also indicate a significant correlation between low grades and a field-dependent cognitive style. (IAH)

ED 343 868 SP 033 654

Faulkner, Gwen

In Search of Alternatives in Teacher Education.

PUB DATE- Apr 92
NOTE- 12p.; Paper presented at the Annual International Seminar on Teacher Education (12th, Armidale, Australia, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alternative Teacher Certification; *Beginning Teachers; Career Change; College School Cooperation; Higher Education; Inservice Teacher Education; *Nontraditional Students; Secondary Education; *Teacher Attitudes; Teacher Education Curriculum
IDENTIFIERS- Florida A and M University; Florida State University

The Florida A&M/Florida State University alternative teacher education program, known as the Panhandle Center for Alternate Teacher Education (PCATE), is one of six university-school district partnerships established by Florida statute to provide alternative teacher education. The alternative nature of the program is found in its delivery system, its target audience, the training design, and the length of training rather than in program content. The program makes it possible for content-degreed individuals who possess temporary teacher certification to acquire full professional teaching licensure through an on-the-job training program. Participants can complete the professional education course requirements needed to be certified as secondary teachers in 15 to 18 months. According to preliminary findings from a survey of teachers who completed the PCATE program, who took the core foundations and methods courses on an inservice basis and Florida State University traditional teacher education graduates, who took the same courses as part of their preservice preparation, the PCATE teachers found their courses to be related to their teaching to a greater degree than did the traditional program graduates. (IAH)

ED 343 869 SP 033 658

Valesky, Thomas C.; Etheridge, Carol P.
A School and University Collaborative Project between Memphis City Schools and Memphis State University.
PUB DATE- Feb 92
NOTE- 23p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (San Antonio, TX, February 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *College School Cooperation; Decision Making; *Educational Environment; *Educational Improvement; *Educational Research; Elementary Secondary Education; Higher Education; *Program Implementation
IDENTIFIERS- Memphis City Schools TN; Memphis State University TN; *Teacher Researcher Cooperation

The partnership between Memphis State University (Tennessee) and seven Memphis City Schools using school-based decision making (SBDM) has evolved into a unique cooperative relationship. The goal of the pilot SBDM initiative has been to restructure the schools involved. University researchers undertook to observe and document the change process by attending planning, training, and decision making sessions at the seven sites and at district level over the first 3 years of SBDM implementation. This paper describes the partnership enjoyed by university researchers and the participants in the SBDM initiative of the Memphis City Schools and uses the partnership as a point of reference for a discussion of some of the concerns and issues associated with school and university collaboration. The discussion includes a description of the data collection and analysis and the objectives and manner of sharing research results with school personnel. Additional topics discussed include the need for commitment from both partners and the benefits to both partners. Appendices provide the School Council Group Process and Decision Making Inventory, bar graphs, and school climate data summaries. (IAH)

ED 343 870 SP 033 660

Ganser, Tom
The Benefits of Mentoring as Viewed by Beginning Teachers and Mentors in a State-Mandated Mentoring Program. Draft.
PUB DATE- 18 Feb 92
NOTE- 26p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (72nd, Orlando, FL, February 15-19, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teacher Induction; *Beginning Teachers; Counselors; Elementary Secondary Education; Faculty Development; Helping Relationship; Librarians; *Mentors; Program Evaluation; State Programs; *Teacher Attitudes;

*Teacher Role
IDENTIFIERS- *Protege Mentor Relationship

Beginning school teachers (N=13), beginning school librarians (N=2), mentor teachers (N=13), and a mentor counselor were interviewed to elicit their perceptions of the personal and general educational benefits of a state-mandated mentoring program. Cited benefits of mentoring for the beginner included: (1) encouragement and support, particularly emotional support; (2) help with the logistics associated with working in a rule-dominated school setting; and (3) help with curriculum and teaching. Cited benefits of mentoring for the mentor included: (1) personal enjoyment; (2) contributing to the profession; (3) rejuvenation and reflection; and (4) learning about new ideas, theories, and techniques from the beginner. Most of the mentors did not favor financial rewards for mentors. In contrast, most of the beginners favored some kind of external reward for mentors. Subjects also provided their views on benefits of mentoring for schools, districts, and children. (IAH)

ED 343 871 SP 033 668

Towards a Learning Community: Report of the Working Party on the Proposed Queensland Teacher Professional Development Consortium.

PUB DATE- 91
NOTE- 98p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - General (140)
DESCRIPTORS- *Consortia; Coordinators; Database Producers; *Educational Opportunities; Elementary Secondary Education; Foreign Countries; Higher Education; *Inservice Teacher Education; Professional Associations; *Professional Development; *Professional Recognition; *Teaching (Occupation); Union Members
IDENTIFIERS- Australia (Queensland)

This report presents recommendations from a working party appointed to consult and deliberate on the possible establishment of a Queensland Professional Development Consortium of teacher groups including professional associations, unions, employers, and higher education institutions. The consortium would be charged with promoting professional development opportunities and activities for teachers; coordinating member groups; gaining the recognition of activities by higher education institutions and employers; and setting up an easily accessed data base to enable teachers to obtain information about professional development. Following a letter of transmittal and an introduction, the report is organized into seven chapters covering the following areas: (1) the working party; (2) issues in professional development; (3) roles and functions of the consortium; (4) the consortium and professional development needs; (5) feasibility study: operations of the consortium; (6) feasibility study: structure and funding of the consortium; and (7) recommendations. Seven appendices include: a meeting report discussing consortium establishment; membership of working party; terms of reference for the working party; consultants in working party; types of information to be included in data base; proposed duties of members of consortium secretariat; and budget estimates. (LL)

ED 343 872 SP 033 669

Welcoming New Teachers: Report of the Working Party on the Induction of Provisionally Registered Teachers.

PUB DATE- May 91
NOTE- 149p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Beginning Teacher Induction; Elementary Secondary Education; *Faculty Development; Foreign Countries; *Inservice Teacher Education; Literature Reviews; Principals; Program Development; Program Implementation; School Surveys; *Teacher Certification; *Teacher Evaluation
IDENTIFIERS- Australia (Queensland)

This report presents recommendations of the Queensland Board of Registration's Induction Working Party, whose mission was to study the role of induction in the professional development of beginning teachers. The terms of reference of the Working Party were: to advise the board on possible approaches to the systematic development and implementation of induction programs and to assess the teaching performance of provisional teachers seeking to qualify for full registration. The report is organized into eight chapters providing: (1) an introduction and summary of nine specific recommendations; (2) a literature update; (3) results of a survey of beginning teachers; (4) results of a survey of school principals; (5) review of input from meetings and workshops; (6) developmental needs of beginning teachers; (7) conclusions regarding induction and mentoring; and (8) conclusions regarding initial appointment of beginning teachers. Four appendices include: (1) a list of Working Party members; (2) recommendations arising out of Board of Teacher Education Induction Conference (25 October 1980); (3) a questionnaire on the induction of provisionally registered teachers and a questionnaire addressed to principals on the induction of provisionally registered teachers in their schools; and (4) blank form for Teachers on Probation: Confirmation of Appointment report. (LL)

ED 343 873 SP 033 671

Piel, John A.; Gretes, John A.
Manipulative Mathematics with Computer Applications: An Approach To Help Practicing Elementary Teachers To Go Beyond the Textbook.
PUB DATE- 18 Mar 92
NOTE- 7p.; Paper presented at the International Conference on Technology and Education (9th, Paris, France, March 18, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Elementary Education; Elementary School Mathematics; *Inservice Teacher Education; *Manipulative Materials; *Mathematics Anxiety; *Mathematics Instruction; Mathematics Materials; Mathematics Teachers; Teaching Methods

The purpose of this inservice project was to help elementary teachers overcome their reluctance to deviate from commercially prepared materials by becoming aware of and building connections between the understanding of mathematical processes through the use of concrete, representational, and symbolic manipulatives with the four arithmetic operations (addition, subtraction, multiplication, and division with whole numbers and decimal fractions). These functions were then enhanced through the infusion of computer based applications of these same arithmetic processes, to help bridge the gap in understanding between manipulative mathematics as a process, and the later use of symbolic algorithms used when solving problems. This project was accomplished through a three-phased program: task analysis, manipulative mathematics, and computer transition activities. A brief outline of each phase is given, as well as a brief discussion of the impact of the inservice program on teachers' mathematics anxiety. (IAH)

ED 343 874 SP 033 673

Galluzzo, Gary R.; Kacer, Barbara A.
The Best and Worst of High School Student Teaching.
PUB DATE- Apr 91
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Environment; Failure; Higher Education; High Schools; High School Students; Journal Writing; *Preservice Teacher Education; *Self Concept; Student Attitudes; *Student Teacher Attitudes; *Student Teachers; *Student Teaching; Success

This study describes the challenges and successes of student teachers (N=111) in a high school setting as they shift from the role of narcissistic student to that of other-centered teacher. The study attempts to capture their inner feelings as they begin the process of learning to teach. Throughout a 12-week assignment, the student teachers were asked to keep journal-like logs of learning-to-teach experiences. Seminars were held on a bi-weekly basis with student teachers working in groups reviewing, analyzing, and discussing each other's progress and setbacks. Toward the end of the experience, participants were asked to reflect back on the entire experience and identify their most and least successful lessons, describing each in detail. Utilizing student teachers' voices, successful and unsuccessful lessons are examined and discussed. Results suggest the emergence of three broad themes: (1) learning to teach is a very personal endeavor; (2) one's teaching self needs to be discovered; and (3) the classroom is a complex environment. Results imply that teacher education programs might be built around the natural concerns and feelings preservice teachers bring to teacher education. (LL)

ED 343 875 SP 033 674

Darling-Hammond, Linda; And Others
Excellence in Teacher Education: Helping Teachers Develop Learner-Centered Schools.
PUB DATE- Jan 92
NOTE- 53p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Accountability; *Educational Change; Educationally Disadvantaged; Educational Policy; Elementary Secondary Education; *Excellence in Education; Futures (of Society); Higher Education; Participative Decision Making; Program Improvement; Quality of Working Life; *School Restructuring; Teacher Certification; *Teacher Education Programs; Teacher Role; Teacher Salaries; Unions

IDENTIFIERS- Learner Centered Instruction; Monographs; *Professionalism; *Reform Efforts

This monograph examines issues that will shape teacher education programs in the future. Following a foreword by Robert M. McClure, the monograph is organized into three chapters. The first, "Perestroika and Professionalism: The Case for Restructuring Teacher Preparation" (Linda Darling-Hammond), focuses on changes wrought by school restructuring, i.e., the creation of learner-centered schools, and implications for changes in the teacher's role and consequently for teacher education. The second, "Learning from the 'New' Schools: Lessons for Teacher Education" (Gary A. Griffin), discusses school-level issues in restructuring, rethinking, and re-enacting teacher education. The final chapter, "The Case for Restructuring Teacher Preparation" (Arthur E. Wise), espouses seven propositions to promote education reform: (1) intensive teacher education; (2) rigorous teacher certification and licensing standards; (3) increased teacher involvement in decision-making processes that affect how they teach; (4) teacher unions with a better balance between inherent responsibilities to protect members and long-term responsibility for advancing the profession; (5) teacher professionalism that demands an accountability system; (6) improved teachers' salaries and working conditions; and (7) more attention to the less fortunate of teachers' clientele. (LL)

ED 343 876   SP 033 675

Berns, Barbara Brauner; And Others

A Teacher's Guide to Fellowships and Awards: Opportunities for Professional Growth and Renewal.

PUB DATE- 91

NOTE- 158p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- *Awards; Elementary Secondary Education; *Fellowships; Guides; Higher Education; *Institutes (Training Programs); Intellectual Disciplines; Preschool Education; *Professional Development; *Teacher Improvement

This guide presents alternatives to traditional inservice training for prekindergarten through grade 12 teachers; it lists a total of 113 institutes, fellowships, and awards that assist professional growth but are individually initiated and implemented. Following an introduction which explores various approaches to professional development and utilization of the guide, entries are organized by discipline as follows: Arts; Business, Industry, and Economics; English/Language Arts; Foreign Language; General Research; History/Social Studies; Humanities; International Studies; Library Science and Media; Mathematics and Science; Space Education; Special Education and Gifted and Talented Education; Educational Improvement; Excellence in Teaching; Educational Leadership; and Technology. Many entries include the names of past participants/recipients who have indicated an interest in sharing information. The guide concludes with an additional list of state, regional, and national organizations which offer professional development opportunities for teachers including conferences, seminars, summer institutes, grants, and newsletters. (LL)

ED 343 877 SP 033 676

Nowicki, Joseph J.

Learning To Be a Teacher: Perspectives about the Teacher Training Process from Those Who Teach and from Those Who Wish To.

PUB DATE- Oct 91
NOTE- 29p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (October 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; Interviews; Participant Observation; Preservice Teacher Education; *Program Improvement; Secondary Education; Secondary School Teachers; *Student Teacher Attitudes; Student Teachers; *Teacher Attitudes; Teacher Educators; *Teaching (Occupation); Teaching Experience
IDENTIFIERS- *Experienced Teachers

The study described in this paper includes original qualitative research and analysis that addresses: how future secondary teachers are educated; perspectives from veteran and student teachers; insights into preparing teachers for the schools of our future; and suggestions for incorporating the voices of teachers and of those learning to teach into the dialogue between teachers, teacher educators, and student teachers. Participants in the study were five student teachers and four veteran teachers who agreed to be interviewed and observed. Some suggestions for future preservice teacher education programs include: a 2- or 3-year intern experience culminating in student teaching; and turning over to practitioners some control in the areas of knowledge, professional certification, and policy. Implications for teacher education are: (1) in light of educational reform, the voices of those who practice teaching need to be incorporated into the development and training of future teachers; and (2) the way future teachers are introduced to professional life and prepared for a lifetime career is a major responsibility for those in secondary as well as higher education. A 50-item bibliography is included. (LL)

ED 343 878 SP 033 677

Taylor, Dianne L.; Bogotch, Ira E.
Teacher Decisional Participation: Rhetoric or Reality?

PUB DATE- Jan 92
NOTE- 37p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Houston, TX, January 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Educational Change; Elementary Secondary Education; *Excellence in Education; Job Satisfaction; *Outcomes of Education; *Participative Decision Making; *School Districts; *School Restructuring; Student Improvement; *Teacher Effectiveness
IDENTIFIERS- Florida (Dade County); *Reform Efforts

This study was conducted in Dade County, Florida, school district that has been involved in the restructuring movement since 1987. In the mid-1980's the district piloted a school-based-management program, aimed, in part at increasing teachers' decisional participation. The sample was chosen from 14 elementary and 2 senior high pilot schools and 14 elementary and 3 senior high non-pilot schools. The final sample consisted of 24 schools (pilot and non-pilot) matched on the basis of organizational level, student body size and percentage of free lunch participants. Through the use of both quantitative and qualitative methods, the study presented a global assessment of teacher decisional participation using a model derived from the restructuring, school effectiveness, and participation literatures. The model directly links teacher decisional participation to several teacher and student outcomes: (1) teacher job satisfaction; (2) choice of instructional techniques; (3) teacher and student attendance; and (4) student achievement and behavior. Data were gathered from survey questionnaires and classroom observations. Dimensions of participation were identified and correlated with outcome variables to determine whether or not differential relationships existed. Four main findings emerged: (1) several dimensions of decisional participation were identified; (2) the dimensions correlated differentially with the outcome variables; (3) teacher decisional participation did not have a statistically significant impact on the quantitative outcomes tested; and (4) qualitative differences in instructional techniques chosen by teachers did not emerge as a result of teachers' participation. An ancillary finding suggested that teachers reported feeling decisionally deprived despite working in a reform district. Four tables complete the document. (LL)

ED 343 879 SP 033 678

Przybyszewski, Robert; Tosetto, Dennis

How Informed Are Middle School Teachers about Laws Which Affect Them?

PUB DATE- 23 Oct 91

NOTE- 23p.; Paper presented at a meeting of the Northeast Educational Research Association (Ellenville, NY, October 23, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Child Health; Educational Legislation; Instruction; Intermediate Grades; Junior High Schools; *Knowledge Level; *Middle Schools; *Public School Teachers; Questionnaires; *School Law; School Safety; Student Rights; Teacher Responsibility; Teacher Rights; Teacher Role

IDENTIFIERS- New York; *Teacher Knowledge

This study investigates how informed New York State middle school teachers (N=190) in public schools are about school law and case law which impacts on them in their professional roles. The study focuses on four areas: teacher rights and responsibilities, student rights, instruction, and health and safety. In addition to assessing subjects' overall understanding of school law, the study seeks to determine specific areas in which teachers may be deficient and to explore possible relationships between level of understanding and gender, type of school (i.e., urban, rural, suburban), and years of teaching experience. The average score of the 190 middle school teachers was 59 percent correct on the 35-item questionnaire. The sample was most deficient in the area of instruction (47 percent) and most knowledgeable in the area of student rights (73 percent), followed by health and safety (60 percent), and teachers' rights and responsibilities (57 percent). The "Questionnaire on School Law," which was used in the study, is found in the appendix. (IAH)

ED 343 880 SP 033 681

Munson, Patricia J.
Winning Teachers, Teaching Winners.
PUB DATE- 91
NOTE- 117p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Elementary School Teachers; Elementary Secondary Education; Individual Development; Inservice Teacher Education; *Integrity; *Mental Health; Secondary School Teachers; *Self Esteem; *Teacher Attitudes; *Teacher Effectiveness; Teaching (Occupation)
IDENTIFIERS- *Personal Effectiveness; *Professional Socialization; Reform Efforts

This publication addresses the issue of mental health of teachers and staff as a key to education reform. Many teachers suffer from the crippling effects of isolation, cynicism, and discouragement. In order to be personally effective, teachers must demonstrate initiative, commitment, compassion, and dedication to children, positive characteristics that depend upon how teachers feel about themselves. Materials are offered for the teaching professional including: practical ideas, suggestions, and prescriptions for developing teacher self-esteem; and suggestions for learning to work with others in more productive ways. Following a foreword by Robert W. Reasoner, a former superintendent of schools in San Jose, California, the book is organized into seven chapters: (1) Integrity with a Capital I; (2) Life's Decisions--Chance or Choice? (3) The Three Ts--Tell the Truth, Tell the Truth, Tell the Truth; (4) If It's To Be, It's Up to Me! (5) You and Me and Them; (6) Working Relationships Take Work; and (7) What Works, Works. (LL)

ED 343 881 SP 033 682

Warren, Thomas, Ed.
A View from the Top: Liberal Arts Presidents on Teacher Education.
PUB DATE- 90
NOTE- 177p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- College Faculty; *College Presidents; *College Role; Elementary Secondary Education; Excellence in Education; Futures (of Society); Higher Education; *Institutional Mission; *Liberal Arts; Private Colleges; *Teacher Education Programs; *Teaching (Occupation)
IDENTIFIERS- Professionalism; Reform Efforts

This monograph presents articles written by college presidents about teacher education in liberal arts settings. The publication is organized into 16 chapters (alphabetical by institution) as follows: "Liberal Arts College: The Right Crucibles for Teacher Education" (John T. Dahlquist, Arkansas College); "Teacher Education: Liberal Arts Colleges' Unique Contribution" (Thomas Tredway, Augustana College); "Presidential Involvement in Teacher Education" (Harry E. Smith, Austin College); "Dollars and Sense in Educating Teachers" (Roger H. Hull, Beloit College/Union College); "Restoring the Balance" (Paul J. Dovre, Concordia College); "Small Is Beautiful: Teacher Education in the Liberal Arts Setting" (Victor E. Stoltzfus, Goshen College); "Participatory Management: A Success Story" (Bill Williams, Grand Canyon University); "Teacher Education: A Vision for the Future (Martha E. Church, Hood College); "Ornaments of Society" (John H. Jacobson, Hope College); "Teacher Preparation, College, and the Real World" (H. George Anderson, Luther College); "Learning and the Elementary Teacher" (Roland Dille, Moorhead State University); "Teacher Education at NCE/NLU: Retrospect and Prospect" (Orley R. Herron, National-Louis University); "Teacher Education at North Park College" (David G. Horner, North Park College and Theological Seminary); "The Liberal Arts College and the Challenge of Teacher Education" (John B. Slaughter, Occidental College); "American Education at the Crossroads" (Bob R. Agee, Oklahoma Baptist University); and "Rediscovering the Teacher" (P. Michael Timpane, Teachers College, Columbia University). (LL)

ED 343 882 SP 033 683

Action for the 1990s: Inservice Cooperation in Queensland.
Conference Proceedings (Queensland, Australia, April 4, 1990).
PUB DATE- 90
NOTE- 119p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Corporate Support; *Educational Cooperation; Elementary Secondary Education; *Faculty Development; Foreign Countries; *Futures (of Society); Higher Education; *Inservice Teacher Education; *Professional Recognition; Teaching (Occupation)
IDENTIFIERS- Australia (Queensland); *Interest Groups

The purpose of the conference reported in this document was to provide for the interchange of ideas with a view to the development of effective cooperation and collaboration among interest groups in the field of inservice teacher education.

The proceedings are organized into nine sections: (1) Introduction; (2) Conference Opening; (3) Keynote Address 1, presented by Professor Richard Smith who spoke on "Post-Initial Teacher Education: Issues and Directions"; (4) Keynote Address 2, delivered by Trish Hodgson and titled "Industrial Award Restructuring and Its Implications for Inservice Education"; (5) a Panel Presentation, "Critical Overview of Policies and Practices in Inservice Teacher Education in Queensland and the Implications of Award Restructuring," offered from the perspectives of the unions, the employing authorities, and higher education institutions; (6) Summary of Group Discussion Sessions; (7) Overview of Day's Proceedings; and (8) Epilogue. Five appendices include: an excerpt from "Project 21: Teachers for the Twenty-First Century," a document provided as background reading for participants, which contains recommendations for professional development of teachers; a list of conference participants; membership of conference planning committee; members of inservice working party and reference group; and a bibliography. (LL)

ED 343 883 SP 033 684

Australia in Asia: Implications for Teacher Education in Queensland. Conference Proceedings (Queensland, Australia, October 31, 1990).

PUB DATE- 91

NOTE- 88p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Asian Studies; *Cross Cultural Training; *Cultural Awareness; Elementary School Teachers; Elementary Secondary Education; Foreign Countries; Foreign Nationals; Higher Education; *Inservice Teacher Education; Language Proficiency; Language Teachers; *Preservice Teacher Education; Secondary School Teachers

IDENTIFIERS- *Asian Languages; Australia (Queensland); *National Policy

Proceedings of a workshop designed to examine the need of Queensland, Australia teachers in the areas of Asian studies and languages and to provide recommendations and preservice and inservice teacher education are presented in this report. The proceedings include an opening address by the Minister of Education and two keynote addresses: "The Centrality of the Role of the Teacher in Achieving an Asia-Literate Society in Australia" and "National Strategy for Teacher Education for Asian Languages and Studies: Implementation in Queensland." Presentations by four panel members provide information about the present Asia content in the Queensland schools, classroom activities on the subject, strengths and weaknesses of an action research approach in a grade 9 classroom, and the use of a "cluster" system in the planning and implementing of language learning. Summary reports of five workshop groups are given next, and are followed by these recommendations and conclusions: (1) Asian Studies on both cultural and linguistic levels need to be increased for all preservice teacher education students; (2) prospective Asian language specialists must be proficient in the language to be taught, understand teaching methodology, and be provided with an in-country experience; (3) native speakers of Asian languages resident in Australia should complete a full preservice teacher education program before teaching and be offered special needs courses such as Australian acculturation; and (4) inservice teachers shoud be provided with opportunities and incentives to undertake education courses in order to develop increased knowledge of Asia. (LL)

ED 343 884 SP 033 685

Responding to Literacy Needs: Implications for Teacher Educators and Training Consultants. Conference Proceedings (Queensland, Australia, April 17-19, 1990).
PUB DATE- 91
NOTE- 121p.; Proceedings of a conference hosted by the Queensland Board of Teacher Registration and the Centre for Research and Learning in Literacy (Queensland, Australia, April 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Adult Literacy; *Course Content; *Education Courses; Elementary Secondary Education; English Instruction; Foreign Countries; Futures (of Society); Graduation Requirements; Higher Education; *Knowledge Level; Language Arts; *Preservice Teacher Education; Teacher Education Programs
IDENTIFIERS- Australia (Queensland); Technological Adaptability

The conference reported in this document, jointly sponsored by the Queensland Board of Teacher Registration and the Centre for Research in Literacy, arose out of public concern about literacy standards and claims that higher literacy levels will be needed in an increasingly technological society--concerns that make it necessary for educators to consider whether present teacher education courses are appropriate to meet teachers' needs in the 1990s. A major aim of this conference was to develop recommendations indicating what the content of teacher education courses should include if teachers are to be prepared to meet the language demands of the future. The report opens with an overview of the conference followed by speakers' presentations organized into three segments, each of which is composed of a keynote address and a panel presentation. The themes of the three presentations are: (1) Language Knowledge and Language Usage: The Present Position; (2) English Language Needs in the Future: What Ought Teachers To Know? and (3) What Are the Implications for Teacher Education Courses? Appendices provide: a summary of conclusions and recommendations, speakers' presentations in full, a bibliography, a committee membership list, and a list of participants. (LL)

ED 343 885 SP 033 692

Lehman, Michael
Assessing Assessment: Investigating a Mathematics Performance
Assessment. Craft Paper 91-3.
SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.
PUB DATE- Feb 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Algebra; Cooperative Learning; Discussion (Teaching
Technique); *Educational Innovation; High Schools; High School
Students; *Learning Strategies; *Mathematical Concepts;
Mathematical Enrichment; *Mathematics Teachers; *Mathematics
Tests; Problem Solving; *Student Evaluation; Test Construction

This publication describes several different teaching strategies employed to enhance students' understanding of mathematics, such as working in cooperative learning groups, giving presentations based on problems that were solved, and writing about solutions that were found. This innovative approach to teaching mathematics resulted in questioning whether traditional methods of assessment were sufficient for students who had been exposed to this teaching method and led to the development of a performance assessment as a final exam for a high school Algebra II class. Organization of the exam and how students prepared for it are discussed. Results of this innovative assessment indicate that: (1) some students performed surprisingly well and were able to explain concepts in detail; (2) if a question was rephrased, students were able to do very well explaining a problem in contrast to drawing a blank on a traditional test; and (3) others did not do as well as expected, demonstrating an inability to explain concepts, but instead, relying on memorized facts and simple computation. Suggestions for test administration and an evaluation sheet for the assessment of student discussions are appended. (Author/LL)

ED 343 886 SP 033 693

Kennedy, Mary M.

Learning To Teach in a Different Culture.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 92
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Audience Analysis; Case Studies; Consultation Programs; *Cultural Differences; Educational Experience; *Educational Researchers; Foreign Countries; Higher Education; *Knowledge Level; *Learning Experience; *Teacher Role; Teaching Skills
IDENTIFIERS- *Thailand

This case study presents a first-hand account of learning to teach, occasioned by an educational researcher's consultation visit to Thailand. The visit entailed the teaching skills of lecturing, and conducting workshops and consultation meetings. The difficulties of this task were exacerbated by the consultant's lack of prior formal teaching experience and are comparable to experiences shared by all new teachers. Not unlike many novices, the consultant had formed a number of ideas about teaching and learning that influenced the ability to teach and the ability to learn more about teaching. The paper describes difficulties both in learning about the audience and in learning how to present ideas to an audience. The paper is organized into three main stages of learning: (1) initial ideas developed about teaching through other experiences; (2) advice received prior to the trip; and (3) what was learned in the actual teaching situation. The description of the third stage includes a discussion of the teacher's role as a connector of subject matter to learners, the importance of understanding both subject matter and learners, and learning to teach to audience expectations. (LL)

ED 343 887 SP 033 694

Feiman-Nemser, Sharon
Helping Novices Learn To Teach: Lessons from an Experienced Support Teacher. Research Report 91-6.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Feb 92
NOTE- 22p.; Paper presented at the Meeting of the International Study Association on Teacher Thinking (Surrey, England, United Kingdom, September 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teacher Induction; Case Studies; Collegiality; Elementary Secondary Education; Faculty Development; *Helping Relationship; *Interpersonal Relationship; *Mentors; Role Models; *Role Perception; Teaching Experience

This study investigates beginning teacher induction programs; what is known about experienced teachers acting as mentors; what mentors do and how they think about their work; and what novices learn from their interactions with them. This case study describes how one support teacher, Pete Frazer, a 30-year veteran, defines and enacts his role with beginning teachers. Based on 10 hours of interview data and 10 hours of observational data, specific principles and strategies that shape Frazer's practice and methods he utilized to learn this kind of work are considered. He defines the essence of mentoring in terms of adopting a stance of co-thinker rather than expert, and achieving a balance between the desire to share personal knowledge of good teaching with the need to help novices construct their own versions. Findings suggest that in his role as mentor, Frazer contributed to the learning of beginning teachers, and also learned himself; this learning helped him become a better support teacher and a better classroom teacher; the learning occurred through collaboration and experimentation within a professional learning community. Mentoring presumes the value of discourse about teaching and learning among teachers. (LL)

ED 343 888 SP 033 695

Wilcox, Sandra K.; And Others
Influencing Beginning Teachers' Practice in Mathematics
Education: Confronting Constraints of Knowledge, Beliefs, and
Context.
SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.
PUB DATE- Feb 92
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)
DESCRIPTORS- *Attitude Change; *Beginning Teachers; Case Studies;
*Context Effect; Elementary Education; Elementary School
Mathematics; Individual Differences; Knowledge Level;
*Mathematical Concepts; *Mathematics Education; Preservice
Teacher Education; *Teacher Response

This paper compares and contrasts cases of three beginning teachers, graduates of a teacher education program that included an intervention component designed to change prospective elementary teachers' knowledge and beliefs about mathematics education. The goal of the intervention (a sequence of three mathematics courses, a methods course, and a curriculum seminar) was to develop a more conceptual level of knowledge about mathematics itself and about the learning and teaching of mathematics. Each subject is described as both student and teacher of mathematics. Analysis focuses on ways in which knowledge and context influenced choices made by these novice teachers. Each new teacher faced responsibility for teaching multiple subject matter; deciding on the mathematical content children should have an opportunity to learn; creating mathematical tasks; and using instructional time given multiple and competing goals. Differences appeared in choices made in response to these issues. Choices were influenced by an interaction of views about knowledge and pedagogy and the degree to which context was perceived as a constraint. A question is raised regarding the nature of support required in the induction years if new teachers are expected to institute practices that are innovative and difficult to implement, questioned in traditional school settings, and unfamiliar to faculty, administrators, parents, and students. (Author/LL)

ED 343 889 SP 033 696

Mesa-Bains, Amalia; Shulman, Judith H.
Teaching Diverse Students: Cases and Commentaries. Instructor's Guide.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 91
NOTE- 101p.; For casebook, see ED 328 552.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Case Studies; *Cultural Awareness; *Discussion (Teaching Technique); Elementary Secondary Education; Group Dynamics; Higher Education; Inner City; Inservice Teacher Education; *Multicultural Education; Preservice Teacher Education; Seminars; *Teacher Developed Materials; Teacher Workshops; Teaching Guides; *Urban Problems
IDENTIFIERS- *Situational Analysis

This instructor's guide has been developed to help teacher educators and staff developers use the cases in "Teaching Diverse Students: Cases and Commentaries" in preservice and inservice seminars. It promotes the use of discussion methods as a vehicle for engaging teachers and students in analysis of real-life situations. These teacher-written cases describe problems that all inner-city teachers face and bring to the surface many of the challenges of multiculturalism in the classroom. Often the narratives deal with culturally sensitive issues that are taboo to discuss in public. This volume provides an analysis of these issues and offers a structure for groups to discuss them in a safe and constructive environment. The guide is organized to help instructors facilitate case discussions. It begins with an introduction that offers general suggestions for preparing case analysis and examines effective group processes. The main section, "Teaching Notes," provides an in-depth analysis of each case and a suggested discussion outline. The teaching notes are designed to help facilitators prepare each case discussion and serves as a basis for narrative interpretation. Two tables are appended: the first compares background information of case contributors, and the second compares critical features across cases. (Author/LL)

ED 343 890 SP 033 697

Wolf, Kenneth P.

Teaching Portfolios: Synthesis of Research and Annotated Bibliography.

SPONS. AGENCY- Office of Educational Research and Improvement

(ED), Washington, DC.

PUB DATE- Nov 91

NOTE- 36p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies (131)

DESCRIPTORS- Annotated Bibliographies; *Content Analysis; Elementary Secondary Education; Evaluation Methods; Higher Education; Literature Reviews; *Portfolios (Background Materials); Professional Associations; *Research Projects; Teacher Certification; *Teacher Evaluation; *Teacher Selection

This literature review and annotated bibliography addresses teaching portfolios, utilized by teachers to improve and demonstrate their knowledge and skills in teaching. The document, organized into three sections, discusses several key issues related to teaching portfolios. The first section on issues in portfolio design and implementation includes: (1) what is a teaching portfolio (or teaching dossier, as it is referred to in some of the higher education literature)? (2) what purposes can it serve? (3) what dimensions of teaching are important to document in a portfolio? (4) what kinds of evidence should go into a teaching portfolio? (5) how should evidence be selected? and (6) how should a teaching portfolio be evaluated? Section 2 identifies projects and organizations in the field that are exploring alternative forms of teacher assessment, including the use of teaching portfolios. The final section presents an annotated bibliography categorized by projects in which portfolios have been employed. This section is divided into two parts, one on portfolios for K-12 educators and the other on portfolios for higher education faculty. Each part lists authors in alphabetical order. (LL)

ED 343 891 SP 033 698

Content Connections: Creating Interdisciplinary Units.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Sep 91
NOTE- 95p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *Instructional Design; *Integrated Activities; *Interdisciplinary Approach; *Learning Activities; Lesson Plans; *Thematic Approach; Time Management; *Units of Study; Worksheets
IDENTIFIERS- Alaska

The interdisciplinary approach to education applies methods and language from more than one discipline to examine a central theme, issue, problem, topic, or experience, and is utilized in order to enhance the ability of students to acquire the knowledge, skills, and attitudes of various disciplines. This guide to developing interddisciplinary units is organized into a series of seven steps: (1) problem selection and concept outline; (2) content outline; (3) thinking processes; (4) planning prototype; (5) instructional objectives; (6) learning activities; and (7) evaluation procedures. Appendices consist of timelines; concept and content outline forms, planning prototype sheets, a worksheet for instructional objectives and activities, and an assessment planning chart; unit samples submitted and selected as examples for interdisciplinary unit development; and a guide to program support. (LL)

ED 343 892 SP 033 699

Teacher Education in Colorado 1990-1991. A Summary of Annual
Reports Submitted by Colorado Teacher Education Institutions
for the Period September 1, 1990 through August 31, 1991.
PUB DATE- Nov 91
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Graduates; Elementary Secondary Education; Higher Education; *Preservice Teacher Education; Program Improvement; *Schools of Education; State Programs; State Surveys; Statistics; *Teacher Education Curriculum; Teacher Educators
IDENTIFIERS- *Colorado

This report contains a summary of annual reports submitted by Colorado teacher education institutions from September 1990 to August 1991. The report includes chapters on: numbers of students completing teacher education programs September 1990-August 1991; new programs for teacher preparation initiated within the year, major program revisions, and discontinued programs; administrative and instructional staff changes; campus developments affecting teacher education programs; actions to correct or improve conditions; and program modifications, by institution, made in response to teacher evaluation studies. (IAH)

ED 343 893 SP 033 701

Landau, Jacqueline; And Others
An Assessment of Peer Coaching Training and Practice in New Instructional Model Schools. Final Report. Report No. 9203.
PUB DATE- Aug 91
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; *Faculty Development; Followup Studies; *Inservice Teacher Education; Limited English Speaking; *Program Effectiveness; Program Evaluation; School Districts; School Surveys; Teacher Workshops; Teaching Methods
IDENTIFIERS- *Peer Coaching; *Philadelphia School District PA

The study described in this report was conducted to assess peer coaching, a technique selected by the School District of Philadelphia as a means of encouraging the professional growth and ongoing development of teachers working with limited-English-proficient students. This report is an end-of-year assessment of the status of peer coaching in 32 schools and follows up on a report entitled "An Assessment of Peer Coaching Training and Practice in New Instructional Model Schools," March 1991. The current report was designed to assess 111 teachers' responses to 3 staff development workshops which took place in spring 1991 and to assess the extent to which peer coaching is currently being implemented by teachers trained in the technique. Data were obtained through a telephone survey of 21 schools, and a follow-up to an in-depth study was conducted in 11 randomly selected schools. Schools participating in the survey reported that 16 teams were in place as of June 1991. Findings suggest that the school district has been successful in attracting a large number of teachers to peer coaching workshops. However, the number of teachers currently implementing peer coaching is relatively small. The need for greater follow-up is recommended along with encouragement of peer coaching at the individual school level. (Author/LL)

ED 343 894 SP 033 702

Poliner, Beth, Comp.
Graduate Students as Change Agents: Nova University Student Contributions to the Educational Resources Information Center (ERIC). 1972-1992.
PUB DATE- 92
NOTE- 704p.
LANGUAGE- English
EDRS Price- EDRS Price - MF04/PC29 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Administrator Education; Annotated Bibliographies; Bibliographic Databases; Bibliographic Records; *Educational Change; Educational Research; Elementary Secondary Education; Higher Education; *Practicum Papers; *Student Research; Teacher Education Curriculum; Teacher Education Programs
IDENTIFIERS- *ERIC; *Nova University FL

Nova University requires of its candidates for graduate education degrees completion of practicums, school-based problem-solving research projects. This requirement contributes to the development of school teachers and administrators as change agents. This collection contains abstracts of 923 practicum reports completed by Nova graduate students, 1972-1992, and included in the ERIC database. (IAH)

ED 343 895 SP 033 703

Shreck, Gary L., Ed.
A Directory of International Programs in AILACTE Institutions.
PUB DATE- 91
NOTE- 109p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Cultural Awareness; Directories; Foreign Countries; Global Approach; Higher Education; *International Educational Exchange; Internship Programs; Professional Associations; Program Descriptions; Schools of Education; *Student Teaching; *Study Abroad; *Summer Programs; Teacher Education Programs

This directory promotes global education, emphasizes the importance of experiencing different cultures as a means of becoming sensitized to the variety of perspectives in the world, and offers students and faculty information information about a variety of international programs. Data and descriptions in the directory are based on responses (N=97) to a questionnaire sent to member institutions (N=220) in the Association of Independent Liberal Arts Colleges for Teacher Education (AILACTE). Information is offered about programs which occur in 65 countries outside of the United States, and cross referencing enables searchers to locate information by way of programs, institutions, or nations. Member institutions have agreed to act as liaisons for information about their programs. Following a foreword, preface, and introduction, the directory is organized into seven sections: (1) semester or year abroad; (2) study tours and summer programs; (3) student teaching or internship; (4) institutional exchange; (5) miscellaneous types of programs; (6) index by country; and (7) index by institution. (LL)

ED 343 896 SP 033 705

Alternative Routes for Teacher Certification.

PUB DATE- Nov 90
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Alternative Teacher Certification; Charts; Elementary Secondary Education; Higher Education; *National Surveys; Required Courses; State Programs; *State Standards; Teacher Education Programs; Teacher Shortage

This publication presents a series of charts, designed for quick reference, which describe the status of alternative teacher certification routes in each of the 50 states. The charts were prepared in response to an increasing number of inquiries from educators, policy makers, and the public. Information was gathered by telephone surveys of state departments of education in every state. The charts provide the following information: (1) nontraditional ways in which teachers are entering classrooms; (2) clarification of requirements for alternative certification; (3) the filling of teaching positions in the critical needs areas of science, mathematics, or foreign languages (in most cases emergency certification is granted on a temporary basis); and (4) requirements for clinical experience and additional classroom requirements for certification. In order to assist in national trend analysis, a summary of state data is included which provides information with respect to states that allow emergency certification for shortage areas, require clinical experience, or have evaluated their alternative routes for teacher certification. (LL)

ED 343 897 SP 033 723

Piel, John A.; Green, Michael

Educational Attitudes of Preservice Teachers, or "Redesigning the Edsel" of Teacher Education.

PUB DATE- 92

NOTE- 15p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Comparative Analysis; *Educational Attitudes; *Education Majors; Elementary Education; Higher Education; History; *Intellectual Disciplines; Literature; Mathematics; *Nonmajors; Preservice Teacher Education; Reading; Sciences; Student Attitudes; Surveys

IDENTIFIERS- Survey of Educational Attitudes (Rosenthal et al)

Two populations of undergraduate students (preservice elementary education majors and noneducation majors) were compared with respect to their attitudes toward learning in the content areas of history, literature, mathematics, reading, and science. The study attempted to answer the following questions: (1) To what extent are preservice elementary teachers interested in learning subject matter content? and (2) To what extent do they believe understanding these subject matter areas is an important educational goal? The Survey of Educational Attitudes was administered to all participants. Data suggest that education majors' attitudes reflect generalized ambivalence toward important subject areas taught in elementary school, with significantly more positive attitudes displayed toward reading and literature than toward science, mathematics, and history. In spite of highly visible recommendations for more extensive academic coursework, results indicate the impracticality of addressing teacher competence through added coursework before appropriate attitude adjustment processes have been planned and implemented. (LL)

ED 343 898 SP 033 724

Holmes, Edward W.

Reflecting on Action Research as Graduate Study.

PUB DATE- 5 Mar 92
NOTE- 10p.; Paper presented at the Annual Conference of the Eastern Educational Research Association (Hilton Head, SC, March 5, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; *Education Courses; Grading; Higher Education; Performance Contracts; Preservice Teacher Education; *Qualitative Research; Teacher Education Curriculum

This brief paper reflects one graduate instructor's efforts to bring about the use of qualitative action research in his classes through utilizing contract grading. Students select among various options such as demonstration teaching, peer coaching, shadowing, in school staff or PTA presentations, or other kinds of action research involving questionnaires and/or interview schedules. While qualitative research data is frequently soft and subjective in nature, the action researcher is permitted to be a participant observer and usually takes part in the action taking place. (Author)

ED 343 899 SP 033 726

Ganser, Tom
Getting Off to a Good Start: A Collaborative Mentoring Program for Beginning Teachers.

PUB DATE- Apr 92
NOTE- 17p.; Paper presented at the Annual Diversity in Mentoring Conference (5th, Chicago, IL, April 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; *Beginning Teacher Induction; Educational Cooperation; Elementary Secondary Education; *Faculty Development; Higher Education; *Inservice Teacher Education; *Mentors; Program Design; School Districts; Teacher Education Programs; Teacher Response
IDENTIFIERS- University of Wisconsin Whitewater; Wisconsin Department of Public Instruction; Wisconsin Improvement Program

This paper describes the University of Wisconsin-Whitewater Beginning Teacher Assistance Program. The program, operational since 1974, is collaborative, uniting the personnel and resources of the University, the Wisconsin Department of Public Instruction, and small to medium sized school districts. Beginning teachers are provided with a structured mentoring program. Mentors are offered basic and advanced training in mentoring skills, and they are given the opportunity to explore important topics and issues related to beginning teacher socialization, teaching as an occupation, and the role of mentoring in beginning teacher induction. The report provides: (1) the program's context and background; (2) an overview of the program addressing information dissemination, program consultants, monthly meetings, other mentoring activities, mentor selection and training, the Wisconsin Improvement Program Grant, and the program's advisory committee; (3) program structures, costs, and resources; (4) feedback provided by 1990-91 participants; and (5) future directions that include more linkages between present and past participants. (LL)

ED 343 900 SP 033 730

Gonzalez, Gerardo M.
The 21st Century: A Futuristic Look at Recruitment and Retention in Teacher Education Programs for Hispanic-Americans.
PUB DATE- Jan 92
NOTE- 15p.; Paper presented at the Annual Conference on the Recruitment and Retention of Minorities in Education (6th, Lexington, KY, January 12-14, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Influences; Educational Improvement; Elementary Secondary Education; Futures (of Society); Higher Education; *Hispanic Americans; *Minority Group Teachers; Personal Narratives; Position Papers; School Demography; Spanish Speaking; Teacher Education Programs; *Teacher Recruitment; *Teacher Supply and Demand; Teaching (Occupation)
IDENTIFIERS- *Hispanic American Education; *Hispanic American Students

This publication presents an overview of the demographic changes taking place in the United States and the growth of the Hispanic population expected by the year 2000. The personal experiences of a Cuban immigrant attending school in the United States and factors that contributed to his success in overcoming significant institutional as well as cultural obstacles are described. The need for recruitment of more Hispanics into education careers and several recent national developments focusing on enhancing educational opportunities for Hispanics at all levels are highlighted. A special emphasis is placed on the role of colleges and universities in educating Hispanic students and preparing them for careers in education. An example of a comprehensive initiative in San Antonio, Texas, named "Project: I Teach" is outlined. The project brings together local schools and university and national resources in order to: (1) recruit and retain Hispanic students in teacher education; (2) provide academic support, test-taking and study skill development, emotional and psychological support, knowledge about financial aid, facilitation of the transition from high school to college, and provision of Hispanic role models. (LL)

ED 343 901 SP 033 731

Steward, Robbie J.; Borgers, Sherry B.

Rethinking Teacher Education: Collaboration between the Black Family and the School System.

PUB DATE- 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Black Culture; *Black Family; *Black Students; Educational Improvement; Elementary Secondary Education; Family Involvement; *Family School Relationship; Family Structure; *Parent Teacher Cooperation; *Systems Approach

This paper examines the need for educators to work from a systems approach and become more involved in understanding the culture and family of minority students if these students are to learn the skills necessary to cope in school and society. The focus of the paper is on the Black student and begins with three vignettes, examples of questions they raise, and suggestions for new ways of conceptualizing students. Basic systemic concepts and the rationale for their importance are discussed as follows: (1) individuals are not closed systems, consequently it is necessary to view problems within a context such as the family; (2) parts of a system or persons within a system are interdependent, and when one person changes others are affected; (3) a family is more than just the sum of the individuals, rather it comprises a system with a distinct character of its own; (4) in the family system there is a hierarchy; (5) families are rule bound systems that have developed over time; (6) all families have two competing forces (homeostasis--stability and morphogenesis--the force for change); and (7) causality is circular not linear. A summary emphasizes that educators need to form a collaborative relationship with the family and work from a position of cooperation rather than competition. (LL)

ED 343 902 SP 033 732

Nagel, Nancy G.; Engel, Joanne B.

Preservice Teacher Portfolios and Professional Licensure: A Formative Report.

PUB DATE- Apr 92

NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Cooperating Teachers; Elementary Secondary Education; Higher Education; *Portfolios (Background Materials); Preservice Teacher Education; *State Standards; Student Teachers; Student Teacher Supervisors; *Student Teaching; *Teacher Certification; *Units of Study; *Work Sample Tests

IDENTIFIERS- *Oregon Teacher Standards and Practices Commission

The State of Oregon has recently developed teacher licensure standards which go beyond the mastery of knowledge and skills, extend into the area of pupil learning, and employ a portfolio or work sample to focus the attention of university and school district educators on whether the preservice teacher has demonstrated the ability to produce learning gains with pupils. This report highlights the utilization of portfolios (work samples) by examining current perceptions, reactions, and feedback from students, teachers, administrators, cooperating teachers, and teacher educators. A work sample consists of a series of related lessons of two to five weeks duration, which is part of the school curriculum where a preservice teacher is student teaching and contains the following elements: (1) goals for a unit of study; (2) instructional plans for each lesson; (3) information on pupils' knowldge and skills prior to instruction; (4) data on learning gains resulting from instruction; (5) interpretation and explanation of learning gains or lack thereof; and (6) a description of uses to be made of the findings on learning gains in planning further instruction and in reporting pupil progress. (LL)

ED 343 903 SP 033 734

Zheng, Jinyuan
An Exploration of the Pedagogical Content Knowledge of Beginning and Experienced ESL Teachers.
PUB DATE- Feb 92
NOTE- 115p.; Master's Thesis, Queens University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Beginning Teachers; Comparative Analysis; Elementary Secondary Education; *English (Second Language); Foreign Countries; *Instructional Effectiveness; *Knowledge Level; Masters Theses; Student Characteristics; Student Needs; Teacher Student Relationship; *Teaching Experience; *Teaching Skills
IDENTIFIERS- *Pedagogical Content Knowledge

This study was conducted to investigate differences in the pedagogical content knowledge of beginning and experienced teachers of English as a Second Language (ESL), with respect to student and curriculum knowledge, lesson planning, interactive teaching, and postlesson reflections. Participants in the study, two beginning and two experienced teachers, were observed teaching ESL for 2 weeks and were interviewed prior to observation and following the lessons. Analyses of the data revealed that beginning teachers: (1) showed little knowledge of the students in class; (2) were unaware of the role that knowledge of students plays in teaching; (3) were less selective in the utilization of the information when planning; (4) were less able to design appropriate strategies to facilitate student learning; (5) encountered difficulty when attempting to modify instruction instantly; and (6) reported more varied, less selective postlesson reflections. Data suggest that the beginning teachers had not developed their knowledge of the students and their pedagogical content knowledge and therefore were less able to use their pedagogical reasoning skills and action to transform "subject matter knowledge into forms that are pedagogically powerful and yet adaptive to the variations in ability and background presented by the students" (Shulman, 1987, p. 15). Two lesson narratives are appended. (LL)

ED 343 904 SP 033 736

Toifel, Ronald C.
A Survey of Curriculum Materials Centers in Teacher Education Institutions.

PUB DATE- 92
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Curriculum Study Centers; Higher Education; *Institutional Libraries; Instructional Materials; *Librarian Attitudes; *Library Materials; Library Surveys; *Resource Materials; *Schools of Education
IDENTIFIERS- National Council for Accreditation of Teacher Educ

This study was conducted to gather and analyze information of a descriptive nature about curriculum materials centers and to determine staff members' perceptions regarding existing and desired conditions at the centers. The study included only those centers in teacher training institutions accredited by the National Council for the Accreditation of Teachers (NCATE). Data were collected utilizing a two part questionnaire. The first part sought descriptive information; the second consisted of an attitudinal survey containing 50 statements about 6 major areas of concern for curriculum materials centers. The areas of concern included the following: (1) policies/administration; (2) funding; (3) staffing; (4) services; (5) resources; and (6) physical facilities. A Likert scale was used to measure the respondents' perceptions regarding existing and desired conditions at the centers. Findings may be useful in assisting college/university administrators, teacher educators, education librarians, and curriculum center personnel in evaluating the existing conditions at their centers or in planning new ones. The document contains six tables of descriptive data and the attitudinal survey, including the compiled mean for both the desired and existing conditions for all participating curriculum materials centers. (LL)

ED 343 905 SP 033 737

Stoddart, Trish
Los Angeles Unified School District Intern Program: Recruiting and Preparing Teachers for an Urban Context.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; William and Flora Hewlett Foundation, Palo Alto, Calif.
PUB DATE- Oct 91
NOTE- 45p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alternative Teacher Certification; Comparative Analysis; Elementary Secondary Education; Higher Education; Inner City; *Inservice Teacher Education; Low Income Groups; Minority Groups; Misassignment of Teachers; Multicultural Education; *On the Job Training; School Districts; *Teacher Interns; *Teacher Qualifications; Teacher Recruitment; *Teacher Shortage
IDENTIFIERS- *Los Angeles Unified School District CA; Policy Analysis

This case study describes the Los Angeles Unified School District (LAUSD) Intern Program, which utilizes an alternative route to teacher certification in order to meet the teacher recruitment and training needs of a large urban multicultural school district. Findings suggest that between 1984 and 1990 the program recruited 1,100 new teachers to the district in subject shortage areas; the percentage of teachers participating in the intern program was increased and the percentage of emergency credential teachers was reduced; a significant proportion of intern teachers are predisposed to teach in an urban setting in schools with high percentages of low-income and minority students; minority teachers are recruited at a much higher rate than the percentage recruited through traditional university routes; and alternative route interns hold higher expectations for low-income and minority students than do traditional university program recruits. Though not considered a replacement for college-based teacher education, the program provides comprehensive, on-the-job professional training which is context-specific and focuses on preparing teachers to work in the Los Angeles public schools, teaching according to the practices and procedures advanced by that district. (LL)

ED 343 906 SP 033 743

Buchmann, Margret
Figuring in the Past: Thinking about Teacher Memories. Occasional Paper No. 137.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 92
NOTE- 33p.; This paper will be a chapter in the forthcoming book "Detachment and Concern: Topics in the Philosophy of Teaching and Teacher Education"; Ed. Margret Buchmann and Robert E. Floden. (New York: Teachers College Press).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Citations (References); Educational Philosophy; Elementary Secondary Education; *Epistemology; Hermeneutics; Higher Education; Literary Criticism; *Literature; *Memory; *Metaphors; *Teachers
IDENTIFIERS- *Memory Tasks

Research on teachers and teacher thinking finds itself subject to tensions between two prevailing factions. The first sees promise of progress in the rejection of frequently conservative, idiosyncratic teachers' thoughts; the second embraces those thoughts as expressions of a sacred, lived truth. Detecting conflicting mythologies at the core of this division, the author considers several means by which teachers' memories can be persuaded to yield their fruits: the fruit of structure, which provides a way to organize and retain experiences; and the fruit of quest, which provides an impetus to examine the fruit of structure in order to extract deeper meaning from those experiences. In the process, the author makes use of literary representations and philosophical investigations, concluding that a candid evaluation of researchers' mythologies will recognize them as varieties of meaning-generating faith. (Author)

ED 343 907 SP 033 757

The National Adolescent Student Health Survey: Survey Replication Booklet.

SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.; National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.; Public Health Service (DHHS), Rockville, MD. Office of Disease Prevention and Health Promotion.

PUB DATE- Mar 90

NOTE- 78p.; Appendix B, Annotated Questionnaires, contains broken type.

LANGUAGE- English

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Adolescents; Consumer Protection; Grade 8; Grade 10; *Health Education; High Schools; Junior High Schools; *Knowledge Level; National Surveys; Nutrition Instruction; Questionnaires; Safety; Substance Abuse; Suicide; Venereal Diseases; Violence

IDENTIFIERS- *National Adolescent Student Health Survey

The National Adolescent Student Health Survey (NASHS), initiated in 1985, is conducted to examine the health-related knowledge, practices, and attitudes of the nation's youth in the following health areas: AIDS; Nutrition; Consumer Health; Sexually Transmitted Disease; Drug and Alcohol Use; Suicide; Injury Prevention; and Violence. Findings identify areas in which students are well informed, as well as areas in which students have insufficient or inaccurate knowledge. Following a statement of purpose, the document is organized into five parts: (1) an overview presents the project's background, a history of NASHS questionnaire development, and the original study design; (2) implementing a survey, discusses school and student selection for participation, parental consent, and sample selection; (3) preadministration arrangements; (4) the day of survey administration; and (5) detailed instructions for survey administration. The bulk of the document consists of five appendices: (1) responding to students' questions about specific questionnaire items; (2) annotated questionnaires forms 1-3; (3) sample parental consent letter and form; (4) school information form with directions; and (5) NASHS survey booklets/questions. (LL)

ED 343 908 SP 033 759

Rainwater, Agnes B.

Therapeutic Recreation for Chemically Dependent Adolescents and Adults: Programming and Activities.

PUB DATE- 92

NOTE- 214p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Adolescents; Adult Education; Adults; *Drug Addiction; *Drug Rehabilitation; Guides; *Health Personnel; Health Promotion; Leisure Education; Recreational Activities; Resource Materials; Secondary Education; *Therapeutic Recreation

The intent of this publication is to serve as a practical guide for therapeutic recreation personnel working with chemically dependent persons as well as a resource for counselors, social workers, nurses, physicians, and other professionals in gaining insight into the therapeutic recreation delivery service for chemically dependent populations. The book is organized into 26 chapters: (1) Introduction; (2) Assessment Tools; (3) Goals; (4) Barriers to Leisure; (5) Programming; (6) Leadership Skills; (7) Leisure Education; (8) Awareness; (9) Communication and Socialization; (10) Leisure Skills and Interests; (11) Resources; (12) Arts and Crafts; (13) Dance; (14) Creative Expression/Drama; (15) Music; (16) Table Games; (17) Games and Activities; (18) Physical Activity and Exercise; (19) Nutrition; (20) Outdoor Education; (21) Values Clarification; (22) Stress; (23) Relaxation; (24) Decision-Making; (25) Open Recreation; and (26) Family Recreation. Materials presented can be adapted for client handouts and used as lead-ups to an activity, visual aids, or worksheets in organizing thoughts and ideas. (LL)

ED 343 909 SP 033 763

Shotsberger, Paul G.

Training North Carolina's Secondary Mathematics Teachers for the Implementation of Computers in Their Classrooms.

PUB DATE- Feb 92

NOTE- 20p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Budgeting; Classroom Techniques; *Computer Literacy; *Computer Uses in Education; *Inservice Teacher Education; *Mathematics Teachers; Matrices; Policy Formation; *Program Implementation; Retrenchment; School Districts; Secondary Education; Secondary School Mathematics; *State Programs

IDENTIFIERS- *Decision Models; North Carolina; Partnerships in Education; Private Industry; *Strategic Planning

This report describes the need for a state-level inservice education program for secondary mathematics public school teachers in North Carolina, in order to enable them to effectively implement computer use in classrooms. A decision model for policy analysis was used to determine optimal strategy for the program. Following a review of the literature on computer training for teachers, a list of program goals is introduced, alternative strategies are presented, chosen criteria are addressed and a decision matrix is graphically represented. Since present budget problems in North Carolina must be a primary consideration in choosing a strategy, the analysis suggests entering into partnership organizations such as the Mathematics and Science Education Network or the Semiconductor Research Corporation. This approach appears to be the best choice for meeting the goals and objectives of an inservice training program, since this strategy limits the need for state funds while ensuring high quality training from agencies created and staffed to promote this kind of program. Issues of program evaluation, unintended outcomes and overall impact complete the report. (LL)

ED 343 910 TM 017 814

Portfolio Resources.

PUB DATE- Nov 91
NOTE- 59p.; Updates of "Portfolio Resources" will be issued regularly; users should look for the latest version. Printed on colored paper.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Educational Assessment; Elementary Secondary Education; *Evaluation Methods; Experiential Learning; Higher Education; Personnel Evaluation; Personnel Selection; *Portfolios (Background Materials); *Research Reports; Student Evaluation; Theory Practice Relationship
IDENTIFIERS- *Performance Based Evaluation

This updated annotated bibliography presents articles about portfolio assessment uses collected and reviewed by the Northwest Regional Educational Laboratory (NREL) Test Center to date. Documents have been obtained from a number of sources, including consortium efforts by the Northwest Evaluation Association and the Alaska State Department of Education. This reorganized and updated version has two sections. The first covers all articles reviewed between December 1989 and July 1991, in alphabetical order by primary author. The second section contains articles reviewed after July 1991, also listed by primary author. The second section will be updated two or three times a year and all new articles will be added to the main bibliography once a year. Articles cover diverse subjects, including both student and staff portfolios, and theoretical and practical approaches to portfolio use. A set of descriptors has been developed, and an index using the descriptors is provided. In Alaska, Idaho, Montana, Oregon, and Washington these articles can be obtained on three-week loan from the NREL Test Center; users in other states must contact the author of the article. Part 1 of this document lists the primary author(s), title, source, shelf number, and brief summary of 94 articles. Part 2 lists the primary author(s), title, source, shelf number, and brief summary of 25 articles. A six-page index for Part 1 is included. (SLD)

ED 343 911 TM 017 964

1991 AAIR Forum. Refereed Proceedings of the Conference of the Australasian Association for Institutional Research (AAIR) (2nd, Melbourne, Victoria, Australia, October 1-3, 1991).
PUB DATE- 91
NOTE- 218p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- College Administration; College Students; Comparative Analysis; Educational Change; Educational Finance; Educational Planning; *Educational Research; Enrollment; *Foreign Countries; Higher Education; *Institutional Research; Nontraditional Education; Research and Development; *Research Design; Research Universities

IDENTIFIERS- Australasian Association Institutional Research; Australia; Hong Kong

The Australasian Association for Institutional Research (AAIR) conference provided a comprehensive coverage of issues, concepts, and techniques in the areas of planning, data analysis and research, and related aspects of management support in tertiary education. Refereed papers from the conference include: (1) "Changes in Student Approaches to Study at CPHK (City Polytechnic of Hong Kong); "A 3-Year Longitudinal Study" (J. Balla, M. Stokes, and K. Stafford); (2) "Study of Student Costs Using Activity Based Costing Methodology" (K. Doyle); (3) "A Survey of Environmental Scanning in U.S. Technical and Community Colleges" (J. N. Friedel, J. T. Blong, and D. R. Coker); (4) "Comparative Efficiency of Australian University Departments of Accounting" (D. Gadenne and B. Cameron); (5) "Strategic Planning and Resource Planning in an Institution with a Limited Discretionary Income" (T. Grigg and R. Sharma); (6) "Limited Entry and Managed Entry: "Ad Hoc" Responses at the Departmental Level to the Student Numbers Problem" (S. Hunter); (7) "Faculty Development through Collegial Strategic Planning" (D. J. Lloyd); (8) "Reflection and Future Direction in Tertiary Education: Australia's Educational Reforms" (G. C. Ng, C. Pantazis, and R. Sharma); (9) "A Comparison of the Academic Success of Mature Age and Traditional Entrants at the Victorian College of Agriculture and Horticulture--Dookie Campus" (M. Parameswaran); (10) "Award Restructuring and Articulated Engineering Education" (S. Prathapan); (11) "Space Planning and Utilization in Tertiary Education" (R. Sharma); (12) "Planning and Total Quality Management" (R. Vasudeva); (13) "Computerized Enrollment and Timetabling at the University of Sydney" (J. Ward); and (14) "The Planning and Development of an Integrated Research Information System in a University" (A. L. Wong). Additional papers, not refereed for publication, were delivered. An appendix provides background on the AAIR. (SLD)

ED 343 912 TM 017 980

College-Bound Seniors: 1991 Profile of SAT and Achievement Test Takers. National Report.

PUB DATE- 91
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Achievement Tests; College Bound Students; *College Entrance Examinations; Demography; Higher Education; High Schools; *High School Seniors; Institutional Characteristics; *National Surveys; *Profiles; *Scores; Statistical Data; Statistical Distributions; *Student Characteristics; Tables (Data); Test Results
IDENTIFIERS- College Board Achievement Tests; Scholastic Aptitude Test; Test of Standard Written English

This report provides those who need to interpret scores on the Scholastic Aptitude Test (SAT) and the College Board Achievement Tests with information about college-bound seniors who have taken these tests. In addition, the report documents changes over time in the characteristics of students taking the tests. Information is based on the latest test scores and background data that these seniors have submitted. Mean SAT scores are displayed for different portions of the testing population using information from the Student Descriptive Questionnaire. Of particular interest is information on the students' academic preparation and the number of years of study in particular areas. Test score distributions are tabulated in a format that is identical to that provided since 1972, except for the introduction in 1990 of SAT scores at the 25th, 50th, and 75th percentiles. Information on the characteristics of students' high schools, based on a survey of high schools, is provided. Scores on the Test of Standard Written English and the Achievement Tests are summarized. There are 12 pages of tables. (SLD)

ED 343 913 TM 018 044

Tucker, Mary L.; Campbell, Kathleen Taylor

Applying Procrustean Rotation To Evaluate the Generalizability of Canonical Analysis Results.

PUB DATE- Jan 92
NOTE- 12p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Houston, TX, January 31-February 2, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; College Faculty; *Correlation; *Evaluation Methods; *Generalizability Theory; Goodness of Fit; Higher Education; *Multivariate Analysis; Reliability
IDENTIFIERS- Cross Validation; *Invariance; *Procrustes Rotation; RELATE Computer Program; Research Replication; Rotations (Factor Analysis)

Statistical invariance procedures provide a way of looking at the generalizability of research results from sample to sample when the research has not been validated by replication. This paper discusses the Procrustean Rotation invariance procedure following a canonical correlation analysis. The computer program RELATE is used to gauge the replicability and generalizability of the illustrative substantive research results. A Procrustean rotation forces orthogonal (uncorrelated) functions of factors to a best fit position after setting the factor vectors to unit length (1.0) in order to equalize the contribution of each factor vector to the determination of the amount of rotation necessary. This rotation technique can be used as a cross-validation procedure, splitting data from a single sample and comparing factor vectors for each half. The sample used to illustrate the procedure is from a study of leadership styles conducted by M. L. Tucker (1990) using data from 106 college faculty and administrators, with the university research sample split into two uneven data sets (n=48 and n=58). Two tables of illustrative data and an 11-item list of references are included. (SLD)

ED 343 914 TM 018 045

Tucker, Mary L.; Daniel, Larry G., Jr.
Investigating Result Stability of Canonical Function Equations with the Jackknife Technique.
PUB DATE- Jan 92
NOTE- 12p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Houston, TX, January 31-February 2, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Faculty; *Correlation; *Equations (Mathematics); *Estimation (Mathematics); Mathematical Models; *Multivariate Analysis; *Reliability; Sample Size
IDENTIFIERS- *Invariance; *Jackknifing Technique; Research Replication

The jackknife statistic is discussed as a viable invariance procedure. Data from a study of leadership illustrates the use of the jackknife in determining the stability of canonical function coefficients following canonical correlation analysis. The jackknife procedure entails arbitrarily omitting one observation or a subset of observations at a time from the original sample and recalculating the original statistical estimator for each of the resulting truncated data sets. The procedure is repeated with each individual observation or unique subgroup omitted. Pseudovalues are computed for each of the truncated data sets, based on the computation of the original and the sample-minus-one subset function coefficients. These pseudovalues are then averaged, providing a jackknifed estimate of the canonical function coefficients. The stability of the original values is gauged by determining whether they fall within confidence intervals for the jackknifed values. The sample illustrating the jackknife statistic is taken from a study by M. L. Tucker of leadership styles with data from 106 college faculty and administrators who rated their supervisors. Because the jackknife technique minimizes sample splitting through sample omission and reuse, it is particularly useful when the sample size is small. There is a 10-item list of references and one table with analysis results. (SLD)

ED 343 915 TM 018 046

Carifio, James

Parallel Short Forms of the Crandall Social Desirability Test for Children: Shortening Instruments for Research Purposes.

PUB DATE- Mar 92
NOTE- 19p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (15th, Hilton Head, SC, March 5-9, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; Elementary School Students; Factor Analysis; Intermediate Grades; Junior High Schools; Junior High School Students; Middle Schools; Program Evaluation; *Rating Scales; *Research Methodology; Sampling; Social Desirability; *Test Construction; Testing Problems; Test Length; Test Validity
IDENTIFIERS- *Crandall Social Desirability Scale; *Parallel Test Forms; Test Retest Reliability; Test Shortening Procedures

Researchers and program evaluators would often like to use a particular instrument, but do not because it is too long or would require too much testing time. Having a validated set of objective procedures for reducing the size of an instrument could improve many research and evaluation efforts. This paper reports the results of test reduction or shortening procedures devised and used in the development of parallel short forms of the Crandall Social Desirability Test for Children (CSDTC), a 48-item scale that measures a person's tendency to give socially desirable answers to questions rather than the subject's true views or feelings. The first procedure was to draw four random samples of 12 items (25% of the CSDTC) to produce parallel short forms based on a rationale from sampling theory. These samples were assessed through responses of 356 fifth and sixth graders in a Boston (Massachusetts) middle school to the full scale and shortened versions. A factor analytic approach was also used to make parallel short forms by taking the four items that loaded most highly on each of the three major factors from the full scale administration. Cross validation with 181 sixth and eighth graders; a test-retest reliability study with 55 seventh graders; and a validity study with 254 seventh, eighth, and ninth graders supported the short form derived through factor analysis. Results demonstrate empirically that long instruments can be effectively reduced, and that factor analytic strategies are superior to sampling strategies for this purpose. Six tables present form items and results from the validity studies. Four references are listed. (SLD)

ED 343 916 TM 018 053

Carifio, James; Kermis, William
Preparing Science Teachers' Attitudes towards Tests.
PUB DATE- Mar 92
NOTE- 18p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (15th, Hilton Head, SC, March 5-9, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Measures; Aptitude; Attitude Measures; Cognitive Measurement; *College Students; *Education Majors; Elementary Secondary Education; Evaluation Methods; Higher Education; *Mathematics Instruction; Mathematics Teachers; *Preservice Teacher Education; Science Teachers; *Student Attitudes; *Test Use

This study compared preparing science teachers' attitudes towards tests, evaluation and mathematics to those of preparing non-science teachers (N=76) in an upper division psychology course at a state college in eastern Massachusetts. These three attitudes were measured using semantic differentials that assessed both the cognitive and affective dimensions of these attitudes. Although preparing science teachers had better attitudes towards tests and mathematics than preparing non-science teachers, subject-matter area only accounted for 6% of the variance observed in these two attitudes, whereas aptitude accounted for 18% of the variance observed in these two attitudes. The variance accounted for by subject-matter area, moreover, was mostly attributable to aptitude. Preparing teachers attitude towards tests were negative in general (3.6 on a 1 to 7 scale), whereas their overall attitude towards mathematics was 4.3 and their overall attitude towards evaluation was 5.2. Tests, therefore, are a highly potent affective stimulus for preparing teachers. The mean level findings in this study were the same as our findings in our previous studies. Findings are discussed in terms of alternative theories and views of the data and the implications of these findings are discussed. (Author)

ED 343 917 TM 018 055

Beland, Anne; Mislevy, Robert J.
Probability-Based Inference in a Domain of Proportional Reasoning Tasks.
SPONS. AGENCY- Office of Naval Research, Arlington, VA. Cognitive and Neural Sciences Div.
PUB DATE- Jan 92

NOTE- 71p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bayesian Statistics; *Cognitive Tests; College Freshmen; Comparative Analysis; Decision Making; Educational Assessment; Elementary School Students; Elementary Secondary Education; Higher Education; *Inferences; Mathematical Models; Networks; *Probability; *Problem Solving; Secondary School Students; *Test Theory
IDENTIFIERS- Model Building; *Proportional Reasoning

Probability-based inference is described in the context of test theory for cognitive assessment. Its application is illustrated with an example concerning proportional reasoning. The statistical framework is that of inference networks. Ideas are demonstrated with data from a test of proportional reasoning based on work by G. Noelting (1980). The observed data are comparisons of mixtures of juice and water made by 448 subjects (ranging from fourth graders through college freshmen), and their explanations of the strategies by which they arrived at their answers. The cognitive framework builds on A. Beland's structural analysis of the task component relationships involved in their solution strategies. Seven tables present observation data and relationships, and 11 figures illustrate the analysis. A 52-item list of references is included. (SLD)

ED 343 918 TM 018 056

Mislevy, Robert J.
The Variance of Rasch Ability Estimated from Partially-Known Item Parameters.
SPONS. AGENCY- Office of Naval Research, Arlington, VA. Cognitive and Neural Sciences Div.
PUB DATE- Jan 92
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Achievement Tests; *Equations (Mathematics); *Estimation (Mathematics); *Item Response Theory; *Mathematical Models; Student Evaluation; Testing Problems; Test Items
IDENTIFIERS- Ability Estimates; Dichotomous Variables; Item Parameters; Partial Knowledge (Tests); *Rasch Model; Three Parameter Model; Two Parameter Model; *Variance (Statistical)

A closed form approximation is given for the variance of examinee proficiency estimates in the Rasch model for dichotomous items, under the condition that only estimates, rather than true values, of item difficulty parameters are available. The term that must be added to the usual response-sampling variance is inversely proportional to both the number of examinees in the item calibration sample and the length of the test. Illustrative numerical values suggest that the impact of uncertainty about Rasch item parameters on subsequent estimates of examinee proficiencies is less than has been observed in the two- and three-parameter logistic item response theory models. Two tables present approximate error variances, and an eight-item list of references is included. (Author/SLD)

ED 343 919 TM 018 057

Third Annual School District Fiscal Profile Report: 1985-86--1989-90 School Years.

PUB DATE- Jan 92

NOTE- 94p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Educational Finance; Educational Trends; Elementary Secondary Education; Enrollment; *Expenditures; *Income; *Profiles; Public Schools; *School Districts; School Funds; School Statistics; School Support; State School District Relationship; *State Surveys; Tables (Data); Test Results; Trend Analysis
IDENTIFIERS- *New York; Time Series Analysis

This report marks the third consecutive year that the New York State Education Department has produced a single report displaying five years of data concerning: (1) revenues; (2) expenditures; (3) district characteristics; (4) staffing patterns; and (5) student outcomes. At present, public school enrollment is increasing, but state aid is beginning to decrease. Profile data in this report are presented in a time-series format over the five years between 1985 and 1990 so that patterns of fiscal and educational performance can be readily discerned. Only the state's 694 major school districts, i.e., those with 8 or more teachers, are included in the 47 pages of statistical tables. Total revenues increased in the state by 33.3%, while total expenditures increased by 34.2%. Overall, throughout the period, there was an increase in test scores. Five appendices provide additional information useful in interpreting the statistical tables. Six graphs illustrate state trends. (SLD)

ED 343 920 TM 018 061

Cariaga-Lo, Liza; And Others
Self-Assessment in Medical Students: Consistency on Short-Essay Subject Matter Examinations.
PUB DATE- 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Comparative Testing; *Essay Tests; Feedback; Higher Education; Longitudinal Studies; Medical Evaluation; *Medical Students; *Predictive Measurement; *Science Tests; Self Concept; *Self Evaluation (Individuals; Student Evaluation
IDENTIFIERS- Accuracy; Rater Reliability

Results from an ongoing series of studies designed to describe changes in students' self-assessments across time are presented. In these studies, medical students predicted their performance on essay examinations in their first 2 years of medical school. Self-assessment is a valuable skill for clinical practice, and the importance of knowing what one knows is a reason for giving students feedback on their self-assessment. Data from two classes in a problem-based curriculum (one class of 22 students; other class size not give) for four 6-hour essay examinations taken in students' first two years show different patterns in accuracy of self-estimation. The class of 1993 improved from the first to the third examination, with a decline in accuracy for the fourth examination. Data from the class of 1994 show an up and down trend. These differences may result from intrinsic factors affecting students' self-assessments over time. Qualitative analyses will be needed to determine the reasons for the changing accuracy of self-assessment. Included are six tables of study data and a six-item list of references. (SLD)

ED 343 921 TM 018 062

The Nevada Proficiency Examination Program.

PUB DATE- 89
NOTE- 6p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Achievement Tests; Elementary Secondary Education; Grade 3; Grade 6; Grade 9; Grade 11; *Graduation Requirements; High School Students; Mathematics Tests; *Minimum Competency Testing; Norm Referenced Tests; Reading Tests; Standardized Tests; State Legislation; *State Programs; *Testing Programs; Writing Tests
IDENTIFIERS- Comprehensive Tests of Basic Skills; Nevada High School Proficiency Examinations; *Nevada Proficiency Examination Program

The Nevada Proficiency Examination Program was established by the Nevada State Legislature in 1977 to identify students who might require additional assistance to maintain normal academic progress through school and to serve as a minimum competency examination, insuring that each student who receives a high school diploma has met certain minimum requirements in basic skills. All students in the public schools are administered standardized tests in reading and mathematics at grades 3, 6, and 9. These tests measure each student's standing relative to a representative national sample. In 1989, the Comprehensive Test of Basic Skills, Fourth Edition, (CTBS) was chosen for this purpose. Knowledge of language is also assessed in grades 3 and 6 using the CTBS, and writing is assessed at grade 9 using a test developed by the Nevada Department of Education. Examinations in reading, writing, and mathematics comprise the Nevada High School Proficiency Examination that is administered as a graduation requirement in the 11th grade, with additional opportunities in grade 12 for those who do not pass on the first attempt. The content of the high school examinations is defined in the Nevada Administrative Code. Local school districts bear most of the costs involved in the testing programs. It is estimated that in the 1989-90 school year, approximately 43,500 students will be tested, at a cost of about $340,000. (SLD)

ED 343 922 TM 018 063

Nevada Education in 1987: A Status Report.

PUB DATE- May 88
NOTE- 47p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Achievement Tests; College Entrance Examinations; Educational Finance; Elementary Secondary Education; Graphs; *Profiles; *Public Schools; School Districts; *School Statistics; Scores; State Programs; *State Surveys; Student Characteristics; Tables (Data); Teacher Characteristics; Testing Programs; *Test Results
IDENTIFIERS- *Nevada; Status Reports

Selected statistics are used to provide a snapshot of Nevada's 17 school districts. This report is produced annually for Nevada citizens who are interested in the schools. Data are provided for the school year ending June 1986. Individual district sections are preceded by a section on the state as a whole, which allows certain comparisons with national information. Information for the state as a whole and each district is grouped into categories of: (1) financial; (2) students; (3) student achievement in terms of graduation rate and results on the Nevada High School Proficiency Examination (NHSPE), Stanford Achievement Test (SSAT), American College Testing Program (ACT) tests, and Scholastic Aptitude Test (SAT); (4) teachers; and (5) classroom. The Nevada enrollment in 1986 was 154,948, a 2.2% increase over the previous year. The largest increases in enrollment were in kindergarten through grade 3. The 1986 graduation rate was 76.3%. In 1986 over 90% of the freshman and junior examinees passed the NHSPE in mathematics, reading, and writing. Scores of students in grades 3 and 6 on the SSAT remained above national norms. Students' scores on the ACT tests remained near national averages, and SAT scores were higher than the average scores for the nation. There were 7,751 classroom teachers in the Nevada public schools in 1986, teaching in 295 schools. The statewide average student-teacher ratio was 23:1. One table and seven figures summarize information about the whole state. Each of the 17 district sections contains three figures and one table of school information. (SLD)

ED 343 923 TM 018 064

Nevada Education in 1988: A Status Report.

PUB DATE- 90
NOTE- 49p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Achievement Tests; College Entrance Examinations; Educational Finance; Elementary Secondary Education; Graphs; *Profiles; *Public Schools; School Districts; *School Statistics; Scores; State Programs; *State Surveys; Student Characteristics; Tables (Data); Teacher Characteristics; Testing Programs; *Test Results
IDENTIFIERS- *Nevada; Status Reports

This third edition of the annual status report on Nevada schools presents information for the school year ending June 1987. Data present a picture of Nevada's 17 school districts. Information for the state as a whole and each district is grouped into categories of: (1) financial; (2) students; (3) student achievement in terms of graduation rate and results on the Nevada High School Proficiency Examination (NHSPE), Stanford Achievement Test, American College Testing Program tests, and Scholastic Aptitude Test; (4) teachers; and (5) classroom. The following trends are highlighted: (1) growing school enrollment for the third straight year; (2) increasing numbers of students taking national college admission examinations and scores above national averages; (3) more than 95% of juniors passing the NHSPE; (4) graduation rate at 75%; (5) increasingly crowded classrooms; and (6) a three-year 20% increase in teacher salaries. Enrollment in 1987 was 161,239, a 4% increase over the previous year. There are six figures and one table in this section. Each of the 17 district sections contains three figures and one table. Two final tables contain financial data for 1987. (SLD)

ED 343 924 TM 018 068

Crowe, Kevin, Comp.
Scholastic Aptitude Test (SAT) and American College Test (ACT): Nevada Score Results--1988.
PUB DATE- Nov 88
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Achievement Tests; *College Entrance Examinations; Comparative Testing; *Educational Trends; Ethnic Groups; Graphs; Higher Education; High Schools; *High School Students; National Norms; *Scores; Standardized Tests; State Programs; Tables (Data); Testing Programs; *Test Results; Trend Analysis
IDENTIFIERS- American College Testing Program; *Nevada; Scholastic Aptitude Test; Test of Standard Written English

The two primary college admission test batteries given in Nevada are the American College Test (ACT) and the tests prepared by the College Board, the Scholastic Aptitude Test (SAT) and the Test of Standard Written English (TSWE). This report provides an overview of the tests and major trends in Nevada for 1988. These tests apply to a small portion of the high school population, and comparisons from year-to-year and state-to-state should be made with caution. In 1988, as in the past, Nevada students scored higher than students nationwide on the College Board examinations. Nevada students' scores increased from the preceding year. On the ACT, Nevada student scores declined slightly, although they remained above the national average. Compared to the previous year, more students took both tests in 1988. Of the total 6,495 examinations administered in the 1987-88 school year, approximately 62% were ACT and 38% were SAT. Five graphs and four tables illustrate trends for 1982 through 1988. (SLD)

ED 343 925 TM 018 069

Crowe, Kevin, Comp.
Scholastic Aptitude Test (SAT) and American College Test (ACT): Nevada Score Results--1989.
PUB DATE- Oct 89
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Achievement Tests; *College Entrance Examinations; Comparative Testing; *Educational Trends; Ethnic Groups; Graphs; Higher Education; High Schools; *High School Students; National Norms; *Scores; Standardized Tests; State Programs; Tables (Data); Testing Programs; *Test Results; Trend Analysis
IDENTIFIERS- American College Testing Program; *Nevada; Scholastic Aptitude Test; Test of Standard Written English

The two primary college admission test batteries given in Nevada are the American College Test (ACT) and the tests of the College Board, the Scholastic Aptitude Test (SAT) and the Test of Standard Written English (TSWE). This report provides an overview of the two tests and major trends pertinent to Nevada for 1989; however, because of the small number of students taking these tests, data are not intended for comparisons from year-to-year and from state-to-state. In 1989, as in the past, Nevada students scored higher than students nationwide on the Scholastic Aptitude Test. Nevada mathematics scores increased, while verbal scores declined slightly. Composite scores for Nevada students on the ACT declined slightly, but remained above the national average. At the same time, national composite scores declined slightly. In 1989, the number of students taking the ACT leveled off, after a significant increase since 1986. For the first time since 1982, the number of SAT examinations in Nevada declined, to levels not seen since 1986. This slight decrease came at a time when 12th-grade enrollment continued to increase. In all, 6,469 college entrance examinations were administered in Nevada in 1989. Four tables and five graphs illustrate trends for 1982 through 1989. (SLD)

ED 343 926 TM 018 070

Crowe, Kevin, Comp.
Scholastic Aptitude Test (SAT) and American College Test (ACT): Nevada Statewide Results--1991.
PUB DATE- Oct 91
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Achievement Tests; *College Entrance Examinations; Comparative Testing; *Educational Trends; Graphs; Higher Education; High Schools; *High School Students; Minority Group Children; National Norms; *Scores; Standardized Tests; State Programs; Tables (Data); Testing Programs; *Test Results; Trend Analysis
IDENTIFIERS- American College Testing Program; *Nevada; Scholastic Aptitude Test

The Enhanced American College Test (ACT) and the Scholastic Aptitude Test (SAT) are the two primary college admission test batteries administered in Nevada. This report provides an overview of the two examinations and major trends pertinent to Nevada in 1991. These tests apply to only a portion of the high school student population, and are not intended for state-to-state or year-to-year comparisons. In 1991, as in the past, Nevada students scored higher on the SAT than students nationwide. Minority students in Nevada also generally demonstrated scores above their national counterparts. Nevada verbal scores increased slightly, in the face of national decline, and mathematics scores decreased slightly, as they did nationally. Since 1989, available data indicate that Nevada students outperform the national comparison group for the ACT.

Nevada minority students generally score higher than minorities in the national sample. The number of students taking the ACT has declined from a high in 1983, but is beginning to level off. SAT usage has remained at a higher number than 1982, with a slight decrease in comparison with 1990. In 1991, 4,069 Nevada students took the ACT, and 2,406 Nevada students took the SAT. Five graphs and two tables provide data for 1982 through 1991. (SLD)

ED 343 927 TM 018 075

Klein, Thomas W.
The Nevada Proficiency Examination Program: Results of the 1989-90 Examinations.
PUB DATE- May 91
NOTE- 40p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Tests; Comparative Testing; Educational Trends; Elementary Secondary Education; *Graduation Requirements; Graphs; Mathematics Tests; National Norms; Public Schools; Reading Tests; Scores; Scoring; Standardized Tests; *State Programs; Tables (Data); *Testing Programs; Test Results; Trend Analysis; Writing Tests
IDENTIFIERS- Comprehensive Tests of Basic Skills; Nevada High School Proficiency Examinations; *Nevada Proficiency Examination Program

The Nevada Proficiency Examination Program was established by legislative mandate in 1977. It consists of two major assessment efforts: administration of a nationally normed test to grades 3, 6, and 9; and the testing of all 11th graders in reading, writing, and mathematics. Students must pass all three examinations as a precondition for receiving a standard high school diploma. Results for these components are presented in separate sections for the 1989-90 school year. The Comprehensive Tests of Basic Skills (CTBS) were used in grades 3, 6, and 9 in Nevada for the first time in 1989-90; and writing in grade 9 was assessed with a test developed by the state. Consistencies that can be gleaned from the data for the first year of CTBS use are generally positive. Nevada public school students scored at a higher level than their counterparts in the norm group on all norm-referenced measures in the three grades. Ninety percent of the students met or exceeded the criteria of the writing test. On the Nevada High School Proficiency Examination, more students than expected achieved the required 90%. Writing results indicate a high level of proficiency relative to the criteria established. Results for students who retook the examinations after failing them at least once indicate that less than 1% of Nevada's public high school students fail to receive a standard diploma due to their inability to pass these examinations. Appendices contain statutes and regulatory provisions governing the assessments, the scoring guide for the writing assessment, and common test score scales used in education. Six figures and one table of test results are provided. (SLD)

ED 343 928 TM 018 076

Klein, Thomas W.
A Proposal for Nevada's Participation in the National Assessment of Educational Progress Trial State Assessment.
PUB DATE- 15 Oct 90

NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Comparative Analysis; *Cost Effectiveness; Data Collection; *Educational Assessment; Elementary Secondary Education; Longitudinal Studies; Mathematics Tests; National Surveys; Pilot Projects; *Program Proposals; Research Methodology; *State Programs; Testing Programs
IDENTIFIERS- *Nevada; *Trial State Assessment (NAEP)

The original National Assessment of Educational Progress (NAEP) has been criticized for its limited ability to provide information that is useful at a variety of levels. As a result, Congress authorized a voluntary NAEP Trial State Assessment Program for the assessment of mathematics at grade 8 in 1990, reading at grade 4 in 1992, and mathematics at grades 4 and 8 in 1992. These assessments will permit state-by-state comparisons. Considerations relevant to the participation of Nevada in the trial assessment are reviewed, and a summary of expected costs and benefits related to participation is presented. The many expected benefits are significant in their promise for improving both statewide assessment and the longitudinal analysis of educational progress within the state. The estimated direct cost would be less than 12% of the current budget for state-mandated proficiency testing. It is recommended that Nevada commit itself to the 3-year trial participation. The expected costs and benefits are summarized in one table. (SLD)

ED 343 929 TM 018 077

Klein, Thomas W.
Procedures for Scaling the 1990 Edition of the Nevada Proficiency Examinations in Reading and Mathematics.
PUB DATE- 12 Jan 91
NOTE- 5p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement Tests; Cutting Scores; Grade 11; High Schools; *High School Students; *Item Analysis; Item Response Theory; *Mathematics Tests; Pilot Projects; *Reading Tests; *Scaling; Standardized Tests; *State Programs; State Standards; Test Construction; Testing Programs; Test Items; Test Results; Test Validity
IDENTIFIERS- *Nevada High School Proficiency Examinations

Steps involved in the item analysis and scaling of the 1990 edition of Forms A and B of the Nevada High School Proficiency Examinations (NHSPEs) are described. Pilot tests of Forms A and B of the 47-item reading and 45-item mathematics tests were each administered to random samples of more than 600 eleventh-grade students. A computer program was developed to calculate the classical item statistics and tabulate the proportion of items answered correctly by students in each quintile. These proportions provided information similar to that attainable from item characteristic curves in item response theory (IRT) analysis. Analysis determined that items of Forms A and B of the mathematics test were acceptable. One item on Form A of the reading test was deleted, and nine other items on Forms A and B of the reading test were rewritten to improve their ability to discriminate. The BILOG computer program was then used to confirm these results, scaling the forms using the three-parameter IRT model. These scalings were used to set the cutting scores. Cutting scores were compared to results from the same students from the previous edition of the NHSPEs. There was good agreement between results of the two tests. The Nevada Department of Education is recommending that the passing standard be raised with the expectation that about 16% of students taking the NHSPEs the first time will fail. Two tables present study findings. (SLD)

ED 343 930 TM 018 081

The Opinions of Nevada Voters about Their Public Schools. 1990 Needs Assessment Survey. Contractor Final Report.

SPONS. AGENCY- Nevada State Dept. of Education, Carson City. Planning, Research and Evaluation Branch.
PUB DATE- Apr 90
NOTE- 281p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Measures; *Community Attitudes; Curriculum Development; *Educational Attitudes; Educational Finance; Educational Quality; Educational Trends; Elementary Secondary Education; *Needs Assessment; *Public Opinion; Public Schools; Questionnaires; School Support; *State Surveys; Tables (Data); *Telephone Surveys; Trend Analysis; Vocational Education
IDENTIFIERS- *Nevada; Voters

A telephone public opinion survey asked 866 Nevada registered voters their opinions about the public schools. The developed questionnaire was approved by the Nevada Department of Education. Of the respondents, 51.15% agree that all students should have a specific job skill before graduating from high school and 76.67% agree that more importance should be given to occupational education. Over half (55.41%) do not agree with expanding the current 180-day school year. A majority (82.90%) agrees with putting more emphasis on helping students with handicaps. About half (52.30%) think the schools should provide day care services for children after the school day ends. A majority (87.99%) agrees that mathematics is very important for all students, while only 61.08% agree that physical education is very important. Of all of the subjects, English grammar and composition receives the most support, with 88.56% calling it very important, and civics and history and science are also deemed important. Respondents differ about whether schools in their communities have grown worse in the last five years, with 28.86% agreeing, 27.71% feeling they are about the same, and 22.05% undecided. Most (67.54%) agree that Nevada schools are underfunded. Other trends are documented, and information is broken down for Clark and Washoe counties and rural Nevada. There are 126 pages of tabulated responses to the 51 survey items. The survey itself prefaces the report. (SLD)

ED 343 931 TM 018 083

Baker, Eva L.; And Others
Cognitive Assessment of Subject Matter: Understanding the Marriage of Psychological Theory and Educational Policy in Achievement Testing.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 90
NOTE- 24p.

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Tests; Advanced Placement Programs; *Cognitive Measurement; Comparative Testing; Educational Policy; English; Essay Tests; Evaluators; Grade 11; High Schools; *High School Students; History; Interrater Reliability; Knowledge Level; Reading Comprehension; *Scoring; Secondary School Teachers; Standardized Tests; *Test Construction; *Writing Tests

As part of a project on assessing deep understanding of subject matter, a study was conducted to assess students' knowledge of history by focusing on essay writing. Reading a provided text was incorporated into the assessment procedure. Ratings from five high school history teachers were compared with those of four English teachers for 85 essays from 11th-grade advanced placement students in a suburban high school. No significant differences in student performance were found for the two text passages or question type (brief or extended) in ratings of either group. English and history teachers were looking at student papers in fundamentally similar ways, but scoring criteria were not adequate in that they focused on what teachers said they valued, rather than what they actually would write themselves. Using an expert-novice model, new questions were developed, and the new test was administered to 250 11th graders and scored under new scoring rubrics. Higher interrater reliabilities encouraged researchers to train four history teachers in the new scoring approach. Ongoing research is examining the utility of the new scoring focus for high school students in two school districts. The study illustrates the complexity of developing new and useful assessments. Eight tables summarize test development principles, and a 30-item list of references is included. (SLD)

ED 343 932 TM 018 084

Gearhart, Maryl; And Others
A New Mirror for the Classroom: A Technology-Based Tool for Documenting the Impact of Technology on Instruction.
SPONS. AGENCY- Apple Computer, Inc., Cupertino, CA.
PUB DATE- Jun 90
NOTE- 95p.; Paper based on presentations for the Open House, Apple Classrooms of Tomorrow (Cupertino, CA, June 1990) and the Technology Assessment Conference (Los Angeles, CA, September 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Observation Techniques; Classroom Research; *Computer Uses in Education; *Data Collection; Educational Change; *Educational Technology; Elementary Secondary Education; *Measurement Techniques; *Microcomputers; Program Evaluation; Research Methodology; Teaching Methods
IDENTIFIERS- Apple Classrooms of Tomorrow; Machine Readable Data; *Technology Assessment; Time Sampling

One of the new measures developed as part of the Apple Classrooms of Tomorrow (ACOT) program is described. The ACOT project examines the impact of access to educational technology on the kindergarten through grade 12 classroom environments. The new measure is a technology-based classroom observation instrument for documenting the impact of technology on classroom instruction. The instrument uses a time-sampling procedure and is organized for recording in timed intervals using a machine-scannable form. Observers code a few key indexing variables for the activity period observed as follows: (1) subject area; (2) number of students assigned; (3) classroom observation; (4) adult roles (directing instruction, facilitating instruction, management and discipline, and not present); (5) symbol systems serving key instructional functions; (6) symbol systems that students use; (7) length of responses expected of students; (8) level of processing expected of students; (9) resources in use; and (10) students' responses to the activities. The instrument is currently used in documentation of high technology access classrooms (a database with 12 total hours observed in language arts and 6.1 hours in mathematics) and in documentation of changes in instructional practices associated with technology use over time (observations at elementary school and secondary school sites). The instrument's usefulness will ultimately depend on coordination with other data gathering techniques. Two tables present study findings, and 32 bar graphs provide examples of the "snapshot" graphical displays generated by the instrument. A 35-item list of references is included. (SLD)

ED 343 933 TM 018 085

Linn, Robert L.; And Others
Cross-State Comparability of Judgments of Student Writing: Reports from the New Standards Project.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 54p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Correlation; Educational Assessment; Elementary Secondary Education; Evaluators; *National Competency Tests; *Scoring; *State Programs; State Standards; Student Evaluation; Test Construction; *Testing Programs; Test Results; *Writing Evaluation
IDENTIFIERS- *New Standards Project (LRDC); *Performance Based Evaluation

The New Standards Project is a joint effort of the Learning Research and Development Center (LRDC) at the University of Pittsburgh (Pennsylvania) and the National Center on Education and the Economy toward creation of a national examination system based on performance assessments. This study explored the feasibility of comparing performance on different tasks across states using writing assessments, the current assessments closest to the type of assessment that the Project seeks to encourage. Ten states (Arizona, California, Colorado, Connecticut, Maine, New York, Oregon, South Carolina, Texas, and Vermont) participated in a cross-state scoring workshop in July 1991. Writing projects from elementary school, middle school, and high school levels were submitted, using selections from each state's regular operational writing assessment program. Each state also sent experienced readers. Eight sets of papers from elementary schools, eight sets from middle schools, and seven sets from high schools were multiply scored. Correlations of scores assigned by readers from one state with those from another state were generally quite high. The high level of agreement provides good documentation of the fact that states share a common view of the relative ordering of students' writing from low to high. It is evident, however, that considerable cross-state discussion would be required to arrive at common performance standards. Three figures and 21 tables illustrate the discussion, and a 10-item list of references is included. (SLD)

ED 343 934 TM 018 089

Cowen, Sheila; Fiori, Sandra J.
Appropriateness of the SAT in Selecting Students for Admission to California State University, Hayward.
PUB DATE- Nov 91
NOTE- 38p.; Paper presented at the Annual Meeting of the California Educational Research Association (San Diego, CA, November 14-15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Admission Criteria; College Admission; *College Entrance Examinations; College Freshmen; Comparative Testing; Eligibility; Ethnic Groups; *Grade Point Average; Higher Education; High School Graduates; Minority Groups; Nontraditional Students; *Predictive Validity; Predictor Variables; Sex Differences; Test Bias; *Test Use; Test Validity
IDENTIFIERS- American College Testing Program; *California State University Hayward; *Scholastic Aptitude Test

Admission to the California State University system is based on an eligibility index (EI) that considers high school grade point average (GPA) and Scholastic Aptitude Test (SAT) or American College Test (ACT) scores. Whether the SAT adds to the accuracy of prediction of college success or is redundant, and whether it is biased against specific subgroups were studied by examining college performance of two freshman cohorts at California State University (Hayward) (CSUH): 762 regularly processed students who completed an academic year's work in one calendar year, and 210 regularly admitted students who took longer to complete an academic year of work (students with slower progress). Age, gender, ethnicity, high school GPA, SAT scores, and freshman GPA were collected for 823 of these students and quantitative college GPA was calculated for the 660 who had taken at least one mathematics or mathematics-related course at CSUH. For regularly admitted students, the addition of the SAT to high school GPA increases the predictability of overall freshman GPA and quantitative GPA a small but significant amount for all gender and ethnic subgroups. For the slower progressing students, prediction is much more difficult using SAT or high school GPA. The present SAT does not appear biased or redundant for regularly progressing students, but better predictors should be sought for college performance in general. Eight tables present study findings. A 23-item list of references is included. (SLD)

ED 343 935 TM 018 090

Ferrell, Charlotte M.

Statistical Significance, Sample Splitting, and Generalizability of Results.

PUB DATE- Jan 92

NOTE- 28p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Houston, TX, January 31-February 2, 1992).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Equations (Mathematics); Generalization; Mathematical Models; *Predictive Measurement; *Reliability;

Sample Size; *Sampling; *Statistical Significance

IDENTIFIERS- Criterion Referenced Scoring; Cross Validation; Invariance; *Research Replication; *Sample Splitting

Statistical significance is often misinterpreted to mean replicability or generalizability of results, although a statistically significant difference does not equal a reliable difference. Sample splitting procedures may be a more accurate way of estimating research result generalizability. This type of cross-validation involves randomly dividing the original group and using one subgroup to develop the predictor equation. This equation is used to predict a criterion score for each person in the second subgroup, and predicted criterion scores for subjects in the second subgroup are correlated with actual criterion scores. To illustrate the sample splitting invariance procedure, a small data set (n=42 inservice teachers) from a study by L. G. Daniel and K. R. Okeafor (1987) is used. Results demonstrate that statistical significance testing may not always yield an accurate estimate of replicability when compared to analyses run using the sample splitting invariance procedure. There are five tables of analysis results and an appendix listing relevant computer codes for the computations. A 24-item list of references is included. (SLD)

ED 343 936 TM 018 094

Lock, Leonard K.; Miller, Leann R.

An Analysis of Gender Differences in Pennsylvania's 1991
Wholistic Model Reading Tests.

PUB DATE- Feb 92
NOTE- 16p.; Paper presented at the Annual Meeting of the Pennsylvania Educational Research Association (Philadelphia, PA, February 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Testing; Elementary Education; Elementary School Students; Grade 3; Grade 5; Grade 8; *Holistic Evaluation; Junior High School Students; Knowledge Level; *Reading Tests; *Sex Differences; *State Programs; Test Construction; Test Format; *Testing Programs
IDENTIFIERS- *Pennsylvania; *Testing for Essential Learning and Literacy Skills

Gender differences were examined in results from the holistic model reading tests developed by the Pennsylvania State Department of Education. Patterns of differences were examined and interpreted within the context of previous reading research. Data were collected from the Testing for Essential Learning and Literacy Skills (TELLS) reading tests administered to students in grades 3, 5, and 8 in March 1991. Information came from the item responses of approximately 117,000 third graders, 113,000 fifth graders, and 107,000 eighth graders enrolled in Pennsylvania's 500 public school districts, with some parallel analyses for students in Chapter 1 compensatory education programs. Some statistically significant gender mean differences were found, but their magnitude was slight. This was particularly evident in considering the minimal variance that gender contributes to explaining levels of reading comprehension on the TELLS tests. There is little basis to conclude that gender is particularly favored by explicit, implicit, or extended type test items or by the nature of the test item passage. Similarly, there is little basis to conclude that gender is better either in reported strategy selection or prior knowledge. The Pennsylvania process for developing reading tests and careful passage selection are important factors in understanding why gender differences are minimal. Seven tables present study data, and an 11-item list of references is included. (SLD)

ED 343 937 TM 018 097

SEDCAR (Standards for Education Data Collection and Reporting).
PUB DATE- Dec 91
NOTE- 146p.; A report of the Cooperative Education Data Collection and Reporting (CEDCAR) Standards Project Task Force.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Check Lists; *Data Collection; Educational Research; *Guidelines; *Information Dissemination; National Programs; Research Design; *Research Methodology; *Standards; *Statistical Data
IDENTIFIERS- Educational Information; *National Standards; Standard Setting

The Hawkins-Stafford Education Improvement Amendments of 1988 established the National Cooperative Education Statistics System and directed the Commissioner of the National Center for Education Statistics to support the development and implementation of standards for education data collection, processing, analysis, and reporting. The Cooperative Education Data Collection and Reporting Standards Project was initiated and a task force was formed to plan, produce, review, and disseminate the standards, which are concerned with processes, rather than results. This document was developed to help improve the usefulness and timeliness of education data, but it does not describe the types of data that should be collected. Standards for Education Data Collection and Reporting (SEDCAR) are developed and organized into the following phases of management of data collection and reporting, design, data collection, data preparation and processing, data analysis, and reporting and dissemination of data. Each standard has at least four components: (1) identification of the phase the standard falls under; (2) the subject (topic) of the standard; (3) a statement of purpose; and (4) guidelines to best practice. Some of the SEDCARs contain related standards information and checklists of procedural steps. Thirty-eight SEDCARs are outlined. Two appendices provide information about related standards, and an index and glossary are included. A 14-item list of references is included. (SLD)

ED 343 938 TM 018 101

Annual Report of the State Alternative Assessment Exchange (AKA Student Assessment Consortia). Project 1.1: Fostering Collaboration.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 92
NOTE- 27p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Art Education; *Consortia; Curriculum Development; *Educational Assessment; Educational Cooperation; *Educational Innovation; Elementary Secondary Education; Employment Potential; Mathematics Tests; Reading Tests; *Shared Resources and Services; Social Studies; Specialists; *State Programs; *Student Evaluation; Testing Programs; Writing Evaluation
IDENTIFIERS- *Student Assessment Consortium

The Student Assessment Consortium (SAC), a collaboration between the Center for Research on Evaluation, Standards, and Student Testing and the Council of Chief State School Officers, was created to facilitate innovative assessment work in several subject areas. Its purpose is to share expertise and information about the development of innovative student assessment programs, share actual assessment measures, and begin to build clusters of states for student assessment that is at the heart of several proposals for national assessment programs. The work of the SAC is accomplished through various technical working groups that are formed when two or more states determine that they wish to work together in the development of assessment resources. States are invited to join. The core of each working group is state-level curriculum and assessment specialists, but other specialists in the content area are invited to join. In the first year of the project, SACs were initiated in six areas, with organizational meetings held on October 26, 1991 in Des Moines (Iowa). An individual report, with a summary of accomplishments, is provided for each of the following SAC areas: (1) mathematics; (2) reading; (3) writing; (4) arts education; (5) social studies; and (6) workplace readiness. Two sample assessment instruments are included. (SLD)

ED 343 939 TM 018 105

Steele, Joe M.
Performance Assessment at the College Level.
PUB DATE- 28 Feb 92
NOTE- 9p.; Paper presented at the Annual Meeting of the Pennsylvania Educational Research Association (February 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Educational Assessment; Feedback; General Education; Higher Education; *Knowledge Level; Literature Reviews; National Programs; *Outcomes of Education; Simulation; Standardized Tests; *Student Evaluation; Test Construction; Testing Programs; *Test Use; Thinking Skills
IDENTIFIERS- Authentic Assessment; *College Outcome Measures Project; *Performance Based Evaluation

The College Outcome Measures Program (COMP) and its role in an era when standardized testing is being questioned and authentic assessment is championed are discussed. Authentic assessment should not mean discarding measurement expertise and existing technology. It is an approach to measuring the quality and level of performance that uses real settings when possible and requires the application of the kinds of skills individuals are likely to use outside the classroom. Authentic assessment plans for the measures themselves to be learning experiences that can provide feedback on processes, and it demands that measures address central and significant issues. The COMP was organized in 1976 and has developed into its present six instruments for assessing general education skills and knowledge. Four of these instruments are largely or entirely open-ended performance measures. The COMP Assessment of Reasoning and Communicating is described as an example of a performance measure consisting of six simulation activities. Elements that must be addressed in order to have confidence in conclusions drawn from outcomes data are identified, and articles based on the COMP that focus on going beyond test scores are reviewed. An eight-item list of references is included. (SLD)

ED 343 940 TM 018 112

Kellaghan, Thomas; Greaney, Vincent
Using Examinations To Improve Education: A Study in Fourteen African Countries. World Bank Technical Paper Number 165. Africa Technical Department Series.
PUB DATE- 92
NOTE- 93p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; African Studies; *Developing Nations; Educational Assessment; Educational Finance; *Educational Improvement; Educational Policy; Elementary Secondary Education; Foreign Countries; Government Role; *National Competency Tests; National Programs; *Public Schools; Testing Problems; Testing Programs; Test Results; *Test Use
IDENTIFIERS- *Africa (Sub Sahara); Francophone Africa; Testing Effects

A detailed description is presented of the types, functions, performance levels, governance, administration, and funding of public examinations in 14 Sub-Saharan African countries with different educational traditions, based on English, French, or other backgrounds. The countries are: (1) Kenya; (2) Lesotho; (3) Mauritius; (4) Swaziland; (5) Uganda; (6) Zambia; (7) Chad; (8) Guinea; (9) Madagascar; (10) Mauritania; (11) Rwanda; (12) Togo; (13) Cape Verde; and (14) Ethiopia. In virtually all of these countries, public examinations are offered at the end of primary (elementary) school, lower-secondary school, and upper-secondary school. Procedures for funding, constructing, administering, and scoring the examinations are discussed. Issues discussed include passing rates, the effects of examinations on teaching and grade repetition, the roles of assessment, implications of national policies, and other current international issues in education. Guidelines are offered for improving the quality of examinations and their uses. This synthesis report draws on a series of studies supported by the World Bank. Findings from the 14 studies confirm that public examinations may help raise academic standards, but can also cause many problems in an educational system. Nine tables present data from the studies. A 105-item list of references and three appendices with supplemental information are included. (SLD)

ED 343 941 TM 018 113

Peper, H. Robert

Early Fives Program Evaluation: Farmington Public Schools.

PUB DATE- 4 Jun 91
NOTE- 97p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Achievement Tests; *Child Development; Comparative Testing; Early Intervention; Elementary Education; Matched Groups; *Outcomes of Education; *Preschool Children; Preschool Education; *Program Effectiveness; Program Evaluation; School Districts; Screening Tests
IDENTIFIERS- *Early Fives Program MI; *Farmington Public Schools MI

An evaluation of the Early Fives program of the Farmington (Michigan) Public Schools is reported. This extra-year program began in the 1980-81 school year. By the 1982-83 school year, tuition was no longer charged, and a systematic screening effort was implemented. Each Early Fives classroom contains a maximum of 15 children with a certified teacher trained in early childhood education and a full-time paraprofessional. In response to adverse literature on extra-year programs, an evaluation was conducted. Developmental records consisting of Gesell screening scores and samples of children's work were combined with Iowa Test of Basic Skills (ITBS), Cognitive Abilities Test (COAT), and Michigan Educational Assessment Program (MEAP) scores from grades 3 through 7 for program participants and matched non-participants who had been recommended for the program but had not attended. There were 73 matched pairs for ITBS/COAT data and 35 matched pairs for MEAP data. In all, 10 instruments were used to compare the matched pairs. Eight of 10 instruments indicated significant differences in favor of Early Fives participants. Participants had fewer retentions in grade and fewer remedial reading services than did the comparisons. Parent surveys indicated very favorable opinions of the Early Fives program. Recommendations for program continuation and improvement are made. Eleven appendices provide supplemental information. Thirteen figures and 33 tables present study findings. A 15-item list of references is included. (SLD)

ED 343 942   TM 018 119

DANTES: A Testing Program That Can Help Your Institution Attract Able Students by Awarding Credit for What They Know.

PUB DATE- 89
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Certification; College Admission; *Equivalency Tests; Experiential Learning; Higher Education; Knowledge Level; *Military Personnel; Military Training; *Nontraditional Education; *Prior Learning; Scoring; Standardized Tests; *Student Placement; Test Construction; *Testing Programs
IDENTIFIERS- *Defense Activity Non Traditional Education Support

The Defense Activity for Nontraditional Education Support (DANTES) Program is a testing service conducted by the Educational Testing Service for DANTES, an agency of the Department of Defense. DANTES' mission is to help service members obtain credit for knowledge and skills acquired through non-traditional educational experiences. Since World War II, DANTES has sponsored and administered tests that provide qualified military personnel with the opportunity to obtain academic credit, gain admission to college, and receive professional certification on the basis of independent study and job experiences. In 1983, the program was made available to all United States colleges and universities, giving civilian students the opportunity to participate. The DANTES Subject Standardized Tests are a series of about 50 tests in a variety of introductory college-level academic, vocational, and business subjects, including tests in applied technology. Test development, administration, scoring, and use are discussed in this program brochure. The American Council on Education has reviewed the DANTES test development procedures, and has approved minimum passing scores and the amount of credit that should be awarded for each test. (SLD)

ED 343 943 TM 018 121

Transitions Experienced by 1988 Eighth Graders. Statistics in Brief.

PUB DATE- Apr 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- Catholic Schools; Dropouts; *Educational Experience; Educational Trends; Followup Studies; *Grade 8; Grade 10; *High School Students; *Junior High School Students; Longitudinal Studies; National Surveys; Outcomes of Education; Private Schools; Public Schools; Secondary Education; Statistical Data; Student Characteristics; *Student Promotion; Transfer Students
IDENTIFIERS- *National Education Longitudinal Study 1988

This brief report presents findings regarding two types of transitions experienced by students as they move between the eighth and 10th grades: continuing or dropping out of school and transferring between sectors. While 98% of public school students remained in public schools, over one-third of Catholic school eighth graders and over 25% of National Association of Independent Schools students transferred to public or other private schools. About 6% of all eighth graders were classified as dropouts by spring of their scheduled 10th-grade year. For most students, the move between eighth and 10th grades involves a change of schools and exposure to new educational settings. These transitions may have an impact on student learning and personal development. Consequently, differences in transition patterns and possible outcomes are of major interest. Data were obtained from the base year and first follow-up surveys of the National Education Longitudinal Study of 1988 (NELS:88), which began in 1988 with a sample of 1,052 schools and 24,599 eighth graders. In the spring of 1990, 17,424 students were studied in the first follow-up to determine their education status and progress, and school, community, and work experiences. Four tables present study data, and five graphs illustrate trends from 1988 to 1990. (SLD)

ED 343 944 TM 018 122

Austin, Susan; McCann, Richard

"Here's Another Arbitrary Grade for Your Collection": A Statewide Study of Grading Policies.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 92
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Policy; *Evaluation Criteria; Grades (Scholastic); *Grading; High Schools; High School Students; *School Districts; School Surveys; Staff Development; *State Surveys; *Student Evaluation; Testing Programs

In response to concerns about current grading policies and procedures, a study was undertaken to provide state leaders with descriptions of grading policies and procedures across high schools. A total of 144 districts (out of 292 in the state that was the focus of this study) responded. Documents provided by the districts varied according to district, but included materials from school board, district administration, school, and department levels. Analysis covered the following: (1) purposes of grades; (2) audiences for grades; (3) criteria for calculating grades; (4) grading-related practices; (5) directive nature of school board policies; (6) amount of building-level guidance on grading practices; and (7) staff development. There was considerable variation across the districts, although documents from several districts did not clearly indicate what criteria should be used in determining grades and how those criteria should be applied. Few districts appeared to give teachers adequate guidance to ensure consistent grading, and no district provided information about staff development to improve grading. It appears that most systems develop policies and procedures that attempt to achieve all purposes for all stakeholders, and consequently achieve none very well. Six tables present study findings, and one figure illustrates multiple grading criteria. A 12-item list of references and four appendices with supplemental information about policies are included. (SLD)

ED 343 945 TM 018 123

Secondary Education in North Carolina: A Report of Student Participation and Performance in Algebra I, Geometry, Algebra II, ELP, U.S. History, English I, Physical Science, Biology, Chemistry, Physics. End of Course Testing.

PUB DATE- Mar 92
NOTE- 140p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Algebra; Biology; Chemistry; Civics; English; Geometry; High Schools; Language Tests; Mathematics Tests; Physics; School Districts; *School Statistics; Science Tests; *State Programs; State Surveys; Student Characteristics; *Student Participation; *Testing Programs; United States Government (Course); United States History
IDENTIFIERS- *Final Examinations; *North Carolina End of Course Testing Program

This report describes participation, student characteristics, and achievement for 10 high school courses assessed by the North Carolina End-of-Course Testing Program in 1990-91. Subject areas are: (1) Algebra I; (2) Geometry; (3) Algebra II; (4) Economic, Legal, and Political Systems in Action (ELP); (5) U.S. History; (6) English I; (7) Physical Science; (8) Biology; (9) Chemistry; and (10) Physics. In 1990-91, 534,223 students took End-of-Course tests. Participation in advanced mathematics and science courses varies by sex, parental education, ethnic group, and post-high school plans. Overall achievement appears to be increasing slowly in Algebra I, Biology, and Chemistry. Average performance also differs by sex, ethnic group, parental education, post-high school plans, anticipated final grades, and school system. Results support the validity of the End-of-Course tests. Schools and school systems can identify strengths and weaknesses in instructional programs by examining relative performance on the items that these tests assess. In addition, the End-of-Course tests are part of three state accountability systems. Ten tables present information about student participation and achievement. Twenty-three figures present testing results in graph form. In addition, 32 pages of tables identify outstanding school systems and give results for 133 school systems. An appendix (10 pages of tables) lists core score distributions. (SLD)

ED 343 946 TM 018 127

American Education at a Glance.

PUB DATE- Mar 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Educational Attainment; Educational Finance; *Educational Trends; Elementary Secondary Education; *Enrollment; Graphs; Higher Education; *Private Schools; *Public Schools; *School Statistics; Tables (Data); Teacher Salaries; Trend Analysis
IDENTIFIERS- Fact Sheets

This brochure presents essential facts about educational trends in the United States in table or graph form. Trends are detailed in 16 tables and six graphs related to the following: (1) participation in education; (2) number of schools; (3) enrollment; (4) teachers; (5) revenues; (6) expenditures; and (7) educational attainment. Over 25% of the people in the United States are students or are employed by schools or colleges. About 15,400 school districts operated over 83,000 public elementary schools and secondary schools in 1989. There were about 26,800 private elementary schools and secondary schools and about 3,500 colleges and universities. After years of decline, public elementary school and secondary school enrollment began to rise in 1985, as did enrollment in higher education. Mean salaries for the nation's more than 2.7 million elementary school and secondary school teachers have risen steadily, although more slowly than the inflation rate of the late 1970s and more rapidly than the inflation rate of the 1980s. In 1979, the state share of revenues for schools rose above the local share for the first time. The Federal share has remained relatively small. Expenditures for both elementary and secondary education and higher education were rising in 1989. Dropout rates for blacks and all students were declining; and the numbers of associate, bachelor's, master's, and doctor's degrees were increasing. Five sources for the data are listed, including preeminently NCES's "Digest of Education Statistics, 1991."

ED 343 947 TM 018 128

Hussar, William J.
Projections of Education Statistics to 2002. Pocket Projections.
PUB DATE- Jan 92
NOTE- 13p.; Pamphlet based on ED 341 697.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Degrees (Academic); *Educational Trends; Elementary Secondary Education; *Enrollment Projections; Expenditures; Futures (of Society); Higher Education; High School Graduates; National Surveys; *Population Trends; *School Statistics; Teacher Student Ratio; Teacher Supply and Demand; *Trend Analysis
IDENTIFIERS- National Center for Education Statistics

Each year the National Center for Education Statistics (NCES) publishes this pocket summary of the "Projections of Education Statistics." The tables give a sampling of what is expected to happen over the next 10 years in the following areas: (1) population by age group; (2) elementary school and secondary school enrollment; (3) high school graduates; (4) numbers of classroom teachers; (5) student/teacher ratios; (6) expenditures; (7) higher education enrollment; and (8) earned degrees. Using institutional data from the NCES and demographic data and projections from the Bureau of the Census, total enrollment is projected using expected enrollment rates. Exponential smoothing and multiple linear regression are the two major techniques used to project these rates. The complete book, "Projections of Education Statistics to 2002," contains similar projections plus state-level tables on public elementary school and secondary school enrollment and high school graduates as well as other supplementary information. (SLD)

ED 343 948 TM 018 131

Herman, Joan L.; Winters, Lynn
Tracking Your School's Success: A Guide to Sensible Evaluation.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 180p.; Revised version of "Sensible School-Based Evaluation", see ED 329 575.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Data Analysis; *Decision Making; *Educational Assessment; *Educational Change; Elementary Secondary Education; *Evaluation Methods; Formative Evaluation; *Guidelines; *Institutional Evaluation; Needs Assessment; Productivity; School Based Management; Success
IDENTIFIERS- Progress Reporting

This guide is designed to increase a school's productivity by presenting some simple yet powerful techniques for looking at the school and making decisions to address the most immediate problems. Tracking success is tracking progress and using evaluation as a tool for implementing changes from school-based management to complete restructuring. Chapters, which review the basic steps of evaluation, are: (1) "Introduction. Evaluation--A Management Tool"; (2) "Step One: Focus the Evaluation"; (3) "Step Two: Identify Tracking Strategies"; (4) "Step Three: Manage Instrument Development and Data Collection"; (5) "Step Four: Scoring and Summarizing Data"; (6) "Step Five: Analyze Information and Interpret Findings"; (7) "Step Six: Use Findings and Continue Program Monitoring"; and (8) "Reprise and Revelation." Five resources contain sample forms for evaluation data collection, including a sample school report card. Seventeen tables and one figure summarize evaluation techniques, and there are six sample worksheets. Suggested readings (35 in all) follow each chapter. (SLD)

ED 343 949 TM 018 135

Livingston, Samuel A.
Small-Sample Equating with Log-Linear Smoothing.
PUB DATE- Jan 92
NOTE- 40p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Advanced Placement Programs; College Entrance Examinations; *Equated Scores; High Schools; High School Students; Mathematical Models; *Sample Size; Sampling; Student Placement; *Test Construction
IDENTIFIERS- Advanced Placement Examinations (CEEB); *Chained Equipercentile Equating; Log Linear Models; *Smoothing Methods

This study investigated the extent to which log-linear smoothing could improve the accuracy of common-item equating by the chained equipercentile method in small samples of examinees. Examinee response data from a 100-item test (the Advanced Placement Examination in United States History) were used to create two overlapping forms of 58 items each, with 24 items in common. The criterion equating was a direct equipercentile equating of the two forms in the full population of 93,283 high school students. Anchor equatings were performed in samples of 25, 50, 100, and 200 examinees, with 50 pairs of samples at each size level. Four equatings were performed with each pair of samples: one based on unsmoothed distributions and three based on varying degrees of smoothing. Smoothing reduced, by at least half, the sample size required for a given degree of accuracy. Smoothing that preserved only two moments of the marginal distributions resulted in equatings that failed to capture the curvilinearity in the population equating. A list of nine references, two tables, 16 figures, and an appendix giving a formula used in the analysis are included. (Author/SLD)

ED 343 950 TM 018 143

Van der Meij, Hans
A Critique of Research on Questioning.
PUB DATE- 92
NOTE- 10p.; Some ideas presented in this paper were published in "General Problems of Questioning Research" ("Psychological Research," Number 53, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Classroom Observation Techniques; Educational Research; Elementary Secondary Education; Information Seeking; *Inquiry; Knowledge Level; *Learning Strategies; Literature Reviews; Naturalistic Observation; *Questioning Techniques; *Research Methodology; Research Problems
IDENTIFIERS- *Empirical Research; *Question Types

A majority of the empirical studies on questioning has focused on the effects of prior knowledge on the number and type of questions asked. Research has not been able to find support for the frequency hypothesis and the specificity hypothesis in questioning. The focus of these studies is briefly criticized, and a detailed critical assessment is made of their methods of study. It is argued that many studies on questioning have not succeeded in creating a realistic context of inquiry. Certain minimum conditions are outlined for setting up research on questioning. Also reviewed are the problems with: (1) using the same kinds of questions found in natural interactions; (2) creating a naturalistic exchange between questioner and respondent; and (3) enabling people to use other inquiry strategies besides questioning. It is argued that these issues merit attention because of methodological concerns and because they are likely to lead to important insights about questioning. A 38-item list of references is included. (SLD)

ED 343 951 TM 018 145

Custers, Eugene J. F. M.; And Others

The Relationship between Medical Expertise and the Development of Illness-Scripts.

PUB DATE- Apr 92
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Clinical Diagnosis; Clinical Experience; Comparative Analysis; Diseases; Foreign Countries; Higher Education; *Knowledge Level; Medical Evaluation; *Medical Students; Patients; *Physicians
IDENTIFIERS- Belgium; *Expertise; Expert Novice Paradigm; *Illness Scripts; Netherlands

Previous research has shown that expert physicians' diagnostic performance improves when contextual information about a patient is available, while the performance of novices is not influenced by this source of information. These results are explained by supposing that experts' knowledge is organized in illness-scripts. This study examined this proposition. Subjects were 23 fourth-year and 22 sixth-year medical students, 23 interns in their second years of internship, and 22 family physicians. Students were from the Netherlands, and physicians were from the Netherlands or Belgium. Stimulus material consisted of 20 names of diseases. Subjects were asked to describe prototypical patients or to describe the clinical pictures involved in the diseases. Results are in agreement with the theory that with increasing expertise, knowledge structures qualitatively change toward more mature illness scripts. With increasing level of expertise, the proportion of patient characteristics in the subjects' descriptions of diseases increases, while the proportion of biomedical knowledge increases. Furthermore, experts tend to activate patient information without regard to probing condition, while intermediates activate this information only if explicitly asked. A 14-item list of references and two appendices with a list of the illnesses and examples of protocols subjects described are included. (SLD)

ED 343 952 TM 018 146

English, Lyn D.
Children's Use of Domain-Specific Knowledge and Domain-General Strategies in Novel Problem Solving.
SPONS. AGENCY- Australian Research Council.
PUB DATE- Apr 92
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Child Development; *Children; Decision Making; Elementary Education; *Elementary School Students; Foreign Countries; *Knowledge Level; Preschool Education; *Problem Solving; Thinking Skills
IDENTIFIERS- Australia; *Domain Knowledge; Domain Specific Thinking; Scanning; *Strategy Choice

Seventy-two Australian children aged from 4 years 6 months to 9 years 10 months were individually administered a set of six combinatorial problems involving the dressing of toy bears in all possible combinations of clothing items. Six age groups were represented: eight children were in each of the 4, 5, and 6 year categories; and 16 children were in each of the 7, 8, and 9 year categories. Because the problem domain was novel, children had to use their existing general strategies to help them solve the problems. A series of increasingly sophisticated solution strategies (reflecting a knowledge of the combinatorial domain), plus several scanning actions serving primarily in a monitoring capacity (reflecting an application of general strategies) were found. Significant associations existed between children's solution strategies and their scanning actions on each problem; the children changing the nature of their scanning as they adopted more complex solution strategies. The nature of this association was a key factor in problem success, especially when there was an additional constraint on goal attainment. The results are examined concerning changes in children's principled knowledge base and in the nature of their general strategies. Cases involving problem failure in the face of sophisticated domain knowledge highlight the importance of children applying the appropriate domain-general strategies in both novel and routine problem solving. Four tables present study findings, and there is a 53-item list of references. (SLD)

ED 343 953 TM 018 150

Hartzell, Gary; And Others
Calculating Dropout Rates Locally and Nationally with the Holding Power Index.
PUB DATE- Apr 92
NOTE- 45p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cohort Analysis; *Computation; *Definitions; *Dropout Rate; Equations (Mathematics); High School Graduates; High Schools; High School Students; *Mathematical Models; Measurement Techniques; *School Holding Power; Student Attrition; Transfer Students; Withdrawal (Education)
IDENTIFIERS- *High School Holding Power Index

A nationally standardized dropout definition will be of little practical value unless it can be related to the structure, practices, and processes of a given school. A proposed measure of school completion and school leaving called the High School Holding Power Index is described. The index is built on these assumptions: (1) there is a relationship between what goes on at school and the dropout rate; (2) conditions beyond the control of the school contribute to some dropout decisions; (3) the graduating class cohort is the appropriate unit of analysis; (4) high school is defined as grades nine through 12; (5) the appropriate period for measurement is the high school years; (6) a dropout is a student who cannot be accounted for in any legitimate way when the class reaches the end of 12th grade; and (7) holding power is the percentage of students in each graduating class cohort who graduate or are still enrolled when the cohort finishes grade 12. The index equals (on-time graduates plus early graduates plus those still enrolled) divided by (the original ninth-grade class plus "transfer ins" minus "transfer outs" plus the institutionalized plus the jailed plus the deceased). This index offers a way to measure the breadth and depth of the dropout phenomenon. The studies, involving over 31,000 students, that resulted in the development of the index are described. There is a 56-item list of references. (SLD)

ED 343 954 TM 018 159

Woodruff, David; Houston, Mark
Reliability of Growth Rate in the Longitudinal Measurement of Gain.
PUB DATE- 1 Apr 92
NOTE- 6p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Gains; *Change; Equations (Mathematics); *Longitudinal Studies; Mathematical Models; *Measurement Techniques; Regression (Statistics); *Reliability
IDENTIFIERS- Change Analysis; *Growth Curve Analysis; *Linear Models

The growth curve approach to the measurement of gain of D. Rogosa, D. Brandt, and M. Zimowski (1982) was more fully developed by J. B. Willet and D. Rogosa (1985). Willet later (1989) discussed some practical aspects of applying a linear growth model and reached the conclusion that reliability may not always be a useful index for the measurement of gain. This paper presents a detailed derivation of Willet's reliability formula and shows that his conclusion concerning the effect of the time intervals on the reliability of the growth rate is, somewhat paradoxically, not completely correct. It is concluded that the reliability of the estimated growth rate parameter should not be accorded much attention; rather, attention should be focused on the standard deviations of the estimated growth model parameters and Willet's (1989) advice should be followed so as to decrease these standard deviations. Two examples are given. A 6-item list of references is included. (SLD)

ED 343 955 TM 018 165

Dolmans, Diana H. J. M.; And Others
Do Students Learn What Their Teachers Intend They Learn? Guiding Processes in Problem-Based Learning.
PUB DATE- Apr 92
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches/Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Objectives; *Evaluators; Foreign Countries; Higher Education; Interrater Reliability; *Learning; Medical Education; *Medical Students; Problem Solving; *Teacher Effectiveness; Test Construction; Validity
IDENTIFIERS- Netherlands; *Problem Based Learning

A method is presented for collecting information about the match between students' learning issues in problem-based learning and teachers' objectives. Subjects were 82 second-year medical students at the University of Limburg in Maastricht (Netherlands) in a problem-based curriculum. During a unit on pregnancy, childbirth, and child development, learning issues generated by the students were collected. Twenty-four raters, who were students from the group, were asked to judge the correspondence between faculty objectives and students' learning issues. Results indicate that the method is useful in identifying ineffective problems, problems that do not cause students to generate the appropriate learning issues. It must be remembered that student-generated learning issues define what students are going to study, but it is not certain that they will really result in student learning. Three tables present study findings, and there is an 11-item list of references. (SLD)

ED 343 956 TM 018 166

Dolmans, Diana H. J. M.; And Others
Assessing Test Validity through the Use of Teachers' Judgments.
PUB DATE- Apr 92
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Tests; *College Curriculum; Content Analysis; Educational Objectives; Foreign Countries; Higher Education; *Medical Students; *Professors; *Teacher Attitudes; Test Construction; Test Content; Test Items; *Test Validity
IDENTIFIERS- Curriculum Based Assessment; Netherlands; *Problem Based Learning

A method was developed for assessing the extent to which a test reflects the topics addressed in the problems presented in a problem-based learning environment (curriculum validity). The intended curriculum for a unit from the second year of medical school at the University of Limburg in Maastricht (Netherlands) was analyzed, and an 132-item topic list was constructed to serve as a blueprint of unit content. At the end of the unit, students took an achievement test. The overlap between the intended curricular content, as specified in the topic list, and the information required to answer achievement test items correctly was assessed by four teachers (content specialists). Some curricular content domains were underrepresented on the test or totally absent, and some were overrepresented. It is concluded that the test does not accurately reflect curricular content as specified in the topic list. The method described seems to be a valuable approach for assessing the curricular validity of a test and could be adapted to use in test construction. Two figures and two tables highlight study concepts, and there is a seven-item list of references. (SLD)

ED 343 957 TM 018 167

Irwin, Claire C.
Research Methodologies Used in Women's Gender-Equity Studies.
PUB DATE- 15 Mar 92
NOTE- 27p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Affirmative Action; Factor Analysis; Females; Feminism; Literature Reviews; Meta Analysis; *Qualitative Research; *Research Methodology; Research Reports; Sex Bias; *Sex Discrimination; Sex Fairness; *Womens Studies
IDENTIFIERS- *Empirical Research

In the last 10 years, women's gender-equity reports have increased in number. Some theorists perceive quantitative procedures as "masculine" and qualitative procedures as "feminine." To refute this dichotomy, over 200 equity research reports produced between 1981 and 1991 were examined in a mini-meta analysis to identify the span, depth, and rigor of the various techniques and methodologies used. Findings reveal a wide variety of techniques blending quantitative and qualitative approaches. Sophisticated empirical studies were in the minority. Evidence of quantification ranged from standard survey techniques to regression and factor-analytic models. Statistical inference using some common and uncommon statistical tools occurred, but not with regularity. Qualitative procedures included: (1) participatory research; (2) oral history; (3) personal life histories; (4) inventories; (5) attitude scales; (6) photostory analysis; (7) content analysis of structured or semistructured data; (8) semantic differential analysis; and (9) other quasi-objective methods. Gender-equity studies have borrowed or modified methods from many disciplines, but methodologically new techniques uniquely suited to women's studies are needed. "Portraiture," as pioneered by S. Lightfoot, is a new method that could be adapted to support gender-equity investigations. A 43-item list of references and an appendix about the number of women earning doctoral degrees are included. (SLD)

ED 343 958 TM 018 187

Kane, Michael T.
The Validity of Assessments of Professional Competence.
PUB DATE- 92
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Competence; *Objective Tests; Observation; *Performance Tests; *Personnel Evaluation; *Professional Personnel; Rating Scales; Research Methodology; Simulation; Testing Problems; *Test Validity

Valid assessment of professional competence has proven to be an elusive goal. Objective tests, direct observation of performance, overall ratings of competence, and simulations have been tried and found wanting in one way or another. Objective test items are criticized as being unrealistic and therefore invalid. Direct observation tends to be very unreliable and thus invalid. Simulations and overall ratings of competence share both of these flaws to some extent. The difficulties inherent in evaluating professional competence are outlined, and some ways to minimize the impact of these difficulties are suggested. A general framework is proposed for evaluating the validity of measures of competence, and this framework is used to examine the strengths and weaknesses of three approaches to the assessment of professional competence: (1) direct observation; (2) simulation; and (3) objective tasks. In evaluating the validity of such an assessment, it is important to give special attention to the weakest links in the argument. For performance testing, evaluation and generalization are the weakest links. For objective tests, extrapolation is the weakest link. For simulations, any of the links can be weak or strong depending on the simulation. There is a 28-item list of references. (Author/SLD)

ED 343 959 TM 018 190

Oort, Frans J.
Using Restricted Factor Analysis in Test Construction.
PUB DATE- 92
NOTE- 6p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Attitude Measures; Educational Research; Elementary School Students; Elementary Secondary Education; *Evaluation Problems; Foreign Countries; *Item Bias; Mathematical Models; Measurement Techniques; Rating Scales; Secondary School Students; *Test Construction
IDENTIFIERS- Netherlands; *Restricted Factor Analysis; School Attitudes Questionnaire (Voorst); *Theory of Violators; Unidimensionality (Tests)

The use of restrictive factor analysis (RFA) is illustrated with data from the field of educational research. An attitude scale measuring the degree to which students feel they are accepted by their classmates is constructed in accordance with the Theory of Violators. The main idea of the Theory of Violators is that most problems associated with measuring psychological constructs can be reduced to the question of unidimensionality. The theory consists of three components: (1) a formal base of definitions of item purity and unidimensionality that introduces the concept of violator, a variable with respect to which the test item is biased; (2) a typology of violators; and (3) instruction on how to construct a scale that is free of item bias, unidimensional, and efficient. As a first step, test items were selected from an existing measure, the School Attitudes Questionnaire of H. C. M. Voorst (1990) administered in the Netherlands to 915 students aged nine to 12 years. Item bias detection was then performed through statistical analysis. After eliminating biased items, the remaining items were tested for unidimensionality through factor analysis. Inefficient items were then detected through RFA. This exercise demonstrates that RFA offers a single approach to various measurement problems. There is an eight-item list of references. (SLD)

ED 343 960 TM 018 196

Shellman, David W.

One Paradox in District Accountability and Site-Based Management.

PUB DATE- Feb 92

NOTE- 10p.; Paper presented at the Annual Meeting of the North Carolina Association for Research in Education (Chapel Hill, NC, February 20, 1992).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Accountability; Communication Skills; Comparative Testing; Criterion Referenced Tests; Educational Assessment; Grade 6; Instructional Effectiveness; Intermediate Grades; Mathematics Achievement; *School Based Management; School Districts; Sex Differences; *Standardized Tests; State Programs; Testing Programs; *Test Use

IDENTIFIERS- California Achievement Tests; *Instructional Management Systems; Mathematics and Communications Skills Prog NC; *North Carolina (Gaston County)

The paradox of site-based school management with use of standardized tests or instructional management systems that restrict teacher choices was evident in one school district in North Carolina in which measurement of student success has centered on student performance on state-mandated tests. A study was conducted to see if students whose teachers were part of the Gaston County (North Carolina) instructional management system for mathematics and communication skills (MAC)--a criterion referenced test-based system--scored higher on the California Achievement Test (CAT) than students whose teachers were not part of the MAC program. Subjects were 949 MAC sixth graders, with a control group of 1,306 non-MAC students. Data were collected from the 1988-89 administrations of the CAT. Students whose teachers used the MAC program did not outperform non-MAC students in any respect. In addition, male students in the MAC program consistently scored lower than did male students not in the MAC program and scored significantly lower than did female students in the MAC program. The attempt to improve test scores through the MAC program has not been successful. Recommendations are made for a complete evaluation of the MAC program. (SLD)

ED 343 961 TM 018 706

Atkinson, Richard C., Ed.; Jackson, Gregg B., Ed.
Research and Education Reform: Roles for the Office of
Educational Research and Improvement.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 92
NOTE- 203p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agency Cooperation; *Agency Role; Educational Change; *Educational Research; Educational Trends; Elementary Secondary Education; *Federal Government; Financial Support; *Government Role; *Information Dissemination; Organizational Change; Public Agencies; Quality Control; *Research Needs
IDENTIFIERS- *Office of Educational Research and Improvement

The Committee on the Federal Role in Education Research (CFRER), convened by the National Academy of Sciences (NAS), studied the structure, operations, and functioning of the Office of Educational Research and Improvement (OERI) in the Department of Education and the organizations it supports, and reviewed the roles of other agencies and the overall research needs of U.S. education. The United States is currently committed to education reform, in which the OERI may play a major role. The examination of the OERI found an agency severely challenged by external difficulties as well as internal problems. External problems include public conflicts about education and funding. Internal problems include a weak advisory council and frequent administrative turnover. Uneven quality control, limited coordination among OERI offices, and poor information dissemination are flaws that should be overcome. The CFRER concludes that the OERI should be rebuilt. CFRER recommendations are grouped according to: (1) governance; (2) organization and functions; (3) operations; and (4) funding. To accomplish its redefined functions, the OERI should receive a substantial funding increase. There is a 220-item list of references, and an appendix gives biographical sketches of 17 CFRER and staff members. (SLD)

ED 343 962 UD 028 078

Mahoney, Margaret E.
Mentors. The President's Report.
PUB DATE- 83
NOTE- 17p.; Reprinted from the 1983 Annual Report of the Commonwealth Fund.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Aspiration; Black Students; *Disadvantaged Youth; *Employment Programs; High Schools; *High School Students; Individual Development; Interpersonal Relationship; *Mentors; Part Time Employment; Student Educational Objectives; *Summer Programs; Urban Problems; *Urban Youth; Youth Employment; Youth Programs
IDENTIFIERS- *New York (New York)

This report describes the role of a mentor of young people and a summer program providing mentors for high school students. For two summers, with the help of the Commonwealth Fund, several hundred young New Yorkers were chosen from among high school juniors with little hope of finding a summer job to enroll in a program sponsored by Hunter College (New York City) and the New York Coalition of 100 Black Women. The program combines a supervised summer job with a mentor who takes responsibility for guiding one youngster through the work period and encouraging a future course of education toward new individual goals. The program illustrates mentoring, not as a panacea for social ills, but as a human relationship encouraging and guiding personal growth and development. A mentor differs from a role model in that a role model, good or bad, says "be like me," while the mentor represents a commitment to values and behavior engendering a strong sense of personal worth and encouraging self-realization. A strategy for successful mentoring begins with selecting and developing mentors, and matching them with youngsters carefully. The responsibility for creating a mentor system falls on leadership in the community where the young people live. The young person joined with a mentor may realize a new horizon combining realism with new hope. (SLD)

ED 343 963 UD 028 433

Rinehart, James R.; Lee, Jackson F., Jr.
American Education and the Dynamics of Choice.
PUB DATE- 91
NOTE- 177p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Improvement; Educational Innovation; Educational Trends; Elementary Secondary Education; *Government Role; Government School Relationship; Parent Role; *Privatization; Public Policy; *Public Schools; *School Choice; School Restructuring
IDENTIFIERS- *Deregulation; Reform Efforts

This book develops the notion that the only realistic solution to public schooling's current difficulties is to increase parental and student choice, deregulate schooling, and ultimately bring about the privatization of schools. The monograph demonstrates that public school systems fail because they ignore certain laws of human behavior, and concludes that the current reform movement will fail for the same reasons. Solutions are proposed that focus on educational choice and privatization of public schools. The book's chapters are arranged in three parts. The first part contains an introductory chapter and two chapters on current interest in educational choice and reasons for seeking a change. The second part contains six chapters that discuss one of the following limits or constrains on education: (1) limited means; (2) individual differences; (3) individual decision making; (4) agreeing on what students should learn; (5) cost effectiveness; and (6) government monopolization of education. The third part contains four chapters on implementing choice in the educational system in the following areas: (1) ideas for putting choice into public schools; (2) privatization of public schools; (3) common criticisms of privatization and choice; and (4) a concluding section. Included are 81 references. (JB)

ED 343 964 UD 028 439

Chapter 1: An Educational Revolution. An "Education Week" Special Report.

PUB DATE- 22 May 91
NOTE- 21p.; Reduced from original size; very small type.

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Compensatory Education; Disabilities; *Educational Change; Educational History; *Educationally Disadvantaged; Educational Trends; Elementary Secondary Education; Federal Programs; *High Risk Students; Newsletters; Program Evaluation; Special Education; *Supplementary Education
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *Hawkins Stafford Act 1988

The articles of this special issue commemorate 25 years of the Chapter 1 compensatory education program. With the enactment of Title I of the Elementary and Secondary Education Act of 1965 the Federal government became widely and directly involved in precollegiate education. By 1991, under the Hawkins Stafford Act of 1988, the initiative, renamed Chapter 1, had made a significant mark on education. The history, achievements, and potential of Chapter 1 are discussed in the following articles: (1) "Chapter 1: An Educational Revolution. At 25, Compensatory-Education Program Strives To Reach Its Full Potential" (J. A. Miller); (2) "Studies Show Mixed Results, Spur Calls for Changes in Program" (J. A. Miller); (3) "New Provisions Forcing a Critical Look at the Quality of Services" (J. A. Miller); (4) "New Approaches to Funding, Testing, and Teaching Advocated" (D. L. Cohen); (5) "'Felton' Continues To Pose Logistical Challenges; Opponents of Services Wage New Legal Battles" (M. Walsh); and (6) "Need for Separate Handicapped Program Again Up for Discussion" (D. Viadero). Forty-three black and white photographs and six figures are included. (SLD)

ED 343 965 UD 028 554

Jaede, Ann
A Report to the Legislature on Youth, Employment and Housing Program.

PUB DATE- 91
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Exploration; *Disadvantaged Youth; *Dropouts; *Educationally Disadvantaged; Employment Programs; Ethnic Groups; *High Risk Students; High Schools; High School Students; Housing; *Job Training; Minority Groups; Potential Dropouts; Urban Programs; *Work Experience Programs; Youth Programs
IDENTIFIERS- *Minnesota (Minneapolis)

This document summarizes annual reports of two organizations providing specialized education, training, and work experience to targeted youth who have not been effectively served by the current education system in Minnesota. The City, Inc., in Minneapolis, and the Bi-County Community Action Council, Inc. (BI-CAP) in Bemidji, provided programs for youth between the ages of 16 and 21 years who were either out of school or enrolled in school but in danger of dropping out. The City, Inc., is a non-profit social service agency that, in partnership with Project Pride for Living, developed a model program of youth employment and training. The program, "Pride in the City," focuses on furthering employment for at-risk youth and providing affordable housing for low-income or homeless citizens. The seven Native American, one Asian American, and two European American Pride in the City participants earned academic credit while working in house renovation. The BI-CAP program includes classroom education and work experience for dropouts or those who are at risk of dropping out. Work experience includes exploring the world of work during 4 hours weekly of vocational instruction and 16 hours of work with a focus on job readiness skills. Job development and work sites support expansion of residential units. The 32 BI-CAP participants completed renovation or construction of 5 houses. Recommendations for future programs rely on the successes of these initiatives. (SLD)

ED 343 966 UD 028 578

Cibulka, James G., Ed.; And Others
The Politics of Urban Education in the United States: The 1991
Yearbook of the Politics of Education Association (PEA).
PUB DATE- 91
NOTE- 209p.; "The PEAY yearbook is co-published as a special
issue of the Journal of Education Policy...and as part of the
Falmen Press Education Policy Perspectives Series."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Educational Change; Educational Finance; Educational
Research; Elementary Secondary Education; Equal Education;
Political Influences; Political Issues; Political Power;
*Politics of Education; School Choice; School Desegregation;
School Districts; School Restructuring; *Urban Education; Urban
Schools

This special issue journal on the politics of urban education contains the following articles: (1) "The Politics of Urban Education as a Field of Study: An Interpretive Analysis" (K. K. Wong); (2) "Urban Education as a Field of Study: Problems of Knowledge and Power" (J. G. Cibulka); (3) "Knowledge and Power in Research into the Politics of Urban Education" (J. Spring); (4) "Public Choice Perspectives on Urban Schools" (J. G. Weeres and B. Cooper); (5) "Leadership Turnover and Business Mobilization: The Changing Political Ecology of Urban School Systems" (B. L. Jackson and J. G. Cibulka); (6) "Urban Schools as Organizations: Political Perspectives" (R. L. Crowson and W. L. Boyd); (7) "Urban Politics and State School Finance in the 1980s" (T. B. Timar); (8) "Political and Financial Support for School-Based and Child-Centered Reforms" (R. A. King and C. K. McGuire); (9) "Urban School Desegregation: From Race to Resources" (D. Colton and S. Uchitelle); (10) "School Decentralization and Empowerment" (R. J. Reed); (11) "Politics and Federal Aid to Urban School Systems: The Case of Chapter One" (C. D. Herrington and M. E. Orland); (12) "Equity, Adequacy and Educational Need: The Courts and Urban School Finance" (L. F. Miron, P. F. First, and R. K. Wimpelberg); and (13) "Toward Improved Knowledge and Policy on Urban Education" (C. E. Bidwell). All of the articles contain extensive references. (JB)

ED 343 967 UD 028 583

Harry, Beth
Cultural Diversity, Families, and the Special Education System: Communication and Empowerment.
PUB DATE- 92
NOTE- 294p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Communication Problems; *Cultural Differences;

Disabilities; Elementary Secondary Education; Family Life; *Hispanic Americans; Minority Groups; *Parent Attitudes; Parent Participation; Power Structure; Puerto Rican Culture; *Puerto Ricans; *Spanish Speaking; *Special Education; Student Placement; Urban Schools
IDENTIFIERS- *Parent Empowerment

This monograph addresses the way parents of minority students perceive the special education system, with specific attention to these parents' views of the process by which their children are designated as "handicapped." Chapter 1 discusses the Department of Education's racial classification system. Chapter 2 summarizes what is known about the general cultural ethos of minority groups and their concepts of disability. Chapter 3 summarizes the research on special education placement among minorities. Chapter 4 outlines the literature regarding the experiences of minority families interacting with schools and the special education system. Chapters 5 through 9 use the findings of a study of Puerto Rican American parents' view to illustrate the misunderstanding and inappropriate educational practice that can result when processes deny power to parents. These chapters discuss the following topics: (1) background and methodology; (2) description of the 12 participating families; (3) parents' theories of their children' problems; (4) problems of communication; and (5) legal compliance versus culturally responsive practice. Chapter 10 concludes that the findings of this study corroborate what is known about dissonance between school systems and minority families. An epilogue presents the findings of a series of follow-up interviews. Included are 348 references. (JB)

ED 343 968 UD 028 585

Rafferty, Yvonne
And Miles To Go... Barriers to Academic Achievement and Innovative Strategies for the Delivery of Educational Services to Homeless Children.
SPONS. AGENCY- Edna McConnell Clark Foundation, New York, N.Y.; New York State Education Dept., Albany.; Robert Sterling Clark Foundation, Inc., New York, N.Y.
PUB DATE- Nov 91
NOTE- 203p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Children; Compulsory Education; *Delivery Systems; *Disadvantaged Youth; Economically Disadvantaged; Educational Discrimination; Elementary Secondary Education; Equal Education; Federal Legislation; *Homeless People; Inner City; State Legislation; Urban Problems; Urban Schools; *Urban Youth
IDENTIFIERS- *New York (New York)

Focuses on the educational needs of homeless children in New York City, obstacles to obtaining schooling and available services, and innovative strategies for the delivery of educational services. Part 1 provides an overview of the educational needs of homeless children, including a summary of the research literature on educational problems that they confront; Federal, New York State, and New York City responses; and a critique of the extent to which these initiatives address students' needs and barriers to services. Part 2 focuses on field-based research to identify the obstacles to education confronting homeless children in New York City. Barriers were identified by 22 community school district coordinators for the education of homeless children and youth who participated in structured interviews. These coordinators were responsible for ensuring the education of about 2,991 student from 3,747 families residing in 56 emergency shelter facilities. Included are 26 major findings. The following findings are highlighted: (1) preschoolers are rarely placed in available programs; (2) kindergarten children are routinely denied access to schooling; (3) transfers of school records pose significant barriers; (4) there are no systematic attendance outreach efforts for homeless children; (5) homeless children are not being admitted to their zoned schools; and (6) dropout services are rarely provided to homeless dropouts. Included are 10 tables, 4 appendices containing reproductions of pertinent regulations and legislation, and 100 references. (JB)

ED 343 969 UD 028 586

Homelessness Curricula: Five Exemplary Approaches. Resource Tool for Teachers and School Districts.

PUB DATE- 90

NOTE- 25p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - General (130)

DESCRIPTORS- Community Services; *Curriculum; Curriculum Development; Disadvantaged Youth; *Economically Disadvantaged; *Educational Resources; Elementary Secondary Education; *Homeless People; *Lesson Plans; *Social Problems; Urban Problems

IDENTIFIERS- Florida (Largo); Girl Scouts of the USA; Minnesota; New York (Westchester County); Pennsylvania (Allentown); Pennsylvania (Philadelphia)

This publication for Pennsylvania educators outlines five homelessness curricula found in schools in Florida, Minnesota, New York, and Pennsylvania, which aim to sensitize students to the realities of homelessness. The report points out that although the curricula differ in many ways, each covers the following key topics: (1) the causes and effects of homelessness; (2) what it is like to be homeless; (3) dispelling dangerous myths; and (4) government and community responses to homelessness. In addition, each curriculum either contains or has led to community service projects. The publication lists contact persons for each program, suggests ways that educators can use the information presented, and reproduces sample activities and lesson plans from three of the five curricula. A final section presents program case studies of the five homeless curricula. The case studies of the following curricula describe the origins of each, the age group, and setting as well as activities and topics covered: (1) Girl Scouts of Greater Philadelphia (Pennsylvania); (2) KIDSTART: Kids Can Care! in Largo (Florida); (3) Teaching About Homelessness in Westchester County (New York); (4) Salisbury Township School District in Allentown (Pennsylvania); and (5) St. Thomas Academy in Mendota (Minnesota). A resource list includes the addresses and telephone numbers of 5 national organizations and 4 Pennsylvania organizations, the titles of 7 audiovisual aids, an 11-item bibliography, and the titles of 4 publications and manuals. (JB)

ED 343 970   UD 028 587

Pennsylvania's Homeless Student Initiative. A Series of Models for Effective Coordination between Schools and Shelters.

PUB DATE- Nov 89
NOTE- 173p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- *Access to Education; *Agency Cooperation; Compulsory Education; *Delivery Systems; Disadvantaged Youth; *Economically Disadvantaged; Educational Discrimination; Educational Legislation; Elementary Secondary Education; Federal Legislation; *Homeless People; *School Community Relationship; School Districts; State Legislation; Urban Problems; Urban Schools
IDENTIFIERS- *Pennsylvania; Shelters; Stewart B McKinney Homeless Assistance Act 1987

This publication is a resource book for Pennsylvania educators and those providing services to homeless children and families. It presents five models for effective coordination between schools and homeless shelters. The five models are those that have been developed in the following: (1) a large urban school district; (2) two medium size urban school districts; (3) a suburban county; and (4) rural counties. Also included are descriptions of alternative school program models. Before the main section describing the models, two brief sections address who homeless students are and what it feels like to be a homeless child. The bulk of the document provides detailed descriptions of the coordination models beginning with the large urban school district, Philadelphia. The model suburban program describes Bucks County's responses to the education of homeless children. The two medium urban areas and their school districts described are Lancaster and Allentown. The rural program describes Armstrong County and Indiana County and their 11 school districts. Finally, the Allegheny County alternative school model, which provides extensive transitional support for the delinquent and dependent youth of the county, is described. Appendices reproduce the section of the Stewart B. McKinney Homeless Assistance Act in 1987 that pertains to education and a Pennsylvania regulation issued in connection with this Act. (JB)

ED 343 971 UD 028 588

Bradby, Denise; And Others
Language Characteristics and Academic Achievement: A Look at Asian and Hispanic Eighth Graders in NELS:88. Statistical Analysis Report.
PUB DATE- Feb 92
NOTE- 197p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Aspiration; *Asian Americans; Demography; English (Second Language); *Grade 8; *Hispanic Americans; Junior High Schools; *Junior High School Students; *Language Proficiency; Limited English Speaking; Mathematics Achievement; Reading Comprehension; Second Language Learning; Social Characteristics; Spanish Speaking; Student Characteristics
IDENTIFIERS- *Language Minorities; *National Education Longitudinal Study 1988

This report examines the demographic and language characteristics and educational aspirations of Asian American and Hispanic American eighth graders and relates that information to their mathematical ability and reading comprehension as measured by an achievement test. Special attention is paid to students who come from homes in which a non-English language is spoken. The report uses information selected from the National Education Longitudinal Study of 1988 (NELS:88). The NELS:88 administered questionnaires and tests to a national sample of 25,000 eighth grade students in over 1,000 public and private schools in spring 1988. A second data collection was conducted in spring 1990. Of the 1,505 Asian American students evaluated, 73 percent were reported as language minorities (LMs), while 77 percent of the 3,129 Hispanic American students evaluated were LMs. Of the LM students, 66 percent of the Asian Americans had high English proficiency as compared to 64 percent of the LM Hispanic Americans. Both Asian American and Hispanic American groups had 4 percent of LM students showing low English proficiency. Overall, the study found many similarities between the two groups. However, differences are apparent when data are divided along language proficiency, mathematics achievement, aspiration, and other measures. Statistical data are provided in 33 tables and 44 graphs. Appendices present selected survey questions, technical notes and methodology, and 109 standard error tables. (JB)

ED 343 972 UD 028 589

Allen, Dwight W.
Schools for a New Century: A Conservative Approach to Radical School Reform.
PUB DATE- 92
NOTE- 185p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Community Involvement; *Curriculum Development; *Educational Change; Educational Resources; Educational Technology; Elementary Secondary Education; Experimental Schools; Governance; Government Role; Higher Education; *National Programs; Power Structure; School Community Relationship; School District Autonomy; Teacher Education
IDENTIFIERS- *National Curriculum; *Reform Efforts

This book advances a program for national educational reform by arguing that the nation already has a national curriculum by default, which is based on advance placement examinations, textbook publishers, and college admissions requirements that must be replaced by national goals that preserve local control through national coordination of portions of the curriculum, organization, and staffing. The argument suggests that if a portion of the curriculum was coordinated nationally, it might be possible to have more genuine local options with state and regional variations. The central suggestion for change is a national system of experimental schools controlled by a balance of federal, state, and local power, having a predictable framework and allowing long-term experimentation and program evaluation. Participation by both staff and students in such a network would be voluntary. The following are the titles of the book's 12 chapters: (1) "The Need for Nationally Sponsored Experimental Schools"; (2) "School Reform Movements: Tinkering with the System"; (3) "Transforming Schools: A National Perspective"; (4) "Experimental School Governance: National, State, and Local"; (5) "Accountability and Incentive"; (6) "Teachers and Staffing"; (7) "Curriculum"; (8) "Technology in Education"; (9) "Teacher Education"; (10) "Community Involvement in School Programs and Structures"; (11) "Resources"; and (12) "Previewing the Future." Included is a selected bibliography of 108 references. (JB)

ED 343 973 UD 028 591

Davidson, Mary E.; And Others
Monitoring Project CANAL: Training Activities (February 2-June 18, 1990). Second Quarter, Year 3 Progress Report.
PUB DATE- Jan 92
NOTE- 92p.; For third quarter report, see UD 028 592.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Attendance; *Desegregation Plans; Elementary School Teachers; Elementary Secondary Education; Inservice Education; Principals; *Professional Development; Program Evaluation; School Based Management; *School Desegregation; School Districts; Secondary School Teachers; Staff Development; *Training; Urban Schools; *Workshops
IDENTIFIERS- *Chicago Public Schools IL; Monitoring; Progress Reporting; *Project CANAL IL

Project Creating a New Approach to Learning (CANAL) was established under the agreement between the United States and the Chicago (Illinois) Board of Education to relieve the effects of segregation in Chicago schools. This report summarizes the participation of CANAL schools in training activities offered by Project CANAL from February 2 through June 18, 1990. The training is seen as essential for implementing the project's model for school-based management based on principles of shared decision making. Training sessions included total site training for the 41 CANAL schools, as follows: (1) three workshops for parent liaisons; (2) a student workshop; (3) three Paideia (Socratic teaching method) seminars; (4) three workshops for school-based evaluators, core planning team (CPT) chairs, and process evaluators; (5) two sessions for high school department chairs; (6) three sessions for high school principals; (7) three sessions for elementary school principals; (8) a workshop for school engineers; (9) a workshop for other participants; and (10) workshops for CPTs from all 41 schools. Attendance data from these training sessions indicate no improvement over past experience in participation by CPT members. The limited participation of principals, teachers, ancillary staff, parents, and community members suggests a serious disjunction between the training plans of Project CANAL and the commitment of CANAL schools to participate in these activities. There are 23 tables of attendance data and an appendix detailing the project budget. (SLD)

ED 343 974 UD 028 592

Davidson, Mary E.; And Others

Monitoring Project CANAL: Training Activities (Summer 1990).
Third Quarter, Year 3 Progress Report.

PUB DATE- Jan 92
NOTE- 147p.; For second quarter report, see UD 028 591.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Computer Uses in Education; *Desegregation Plans; Elementary School Teachers; Elementary Secondary Education; *Faculty Development; Inservice Education; Management Information Systems; Parent Participation; Principals; Program Evaluation; School Based Management; *School Desegregation; School Districts; Secondary School Teachers; *Workshops
IDENTIFIERS- *Chicago Public Schools IL; Monitoring; Progress Reporting; *Project CANAL IL

Project Creating a New Approach to Learning (CANAL) was funded by monies granted under the Settlement Agreement between the United States and the Chicago (Illinois) Board of Education to relieve the effects of segregation in racially identifiable Black and Hispanic American schools. Using a school-based management system, principals, teachers, ancillary staff, parents, and students will develop and implement a school improvement plan focusing on increased student achievement through enhancing staff professionalism and parent involvement. The report summarizes the participation of CANAL schools in training activities offered by Project CANAL during the summer of 1990. The focus is on participation and not evaluation of the quality of the training. Part I of this report deals with modules of computer training. Nineteen of the 41 CANALS schools did not send representatives to any of the computer training modules, and 11 schools sent representatives to only one module. No school sent someone to each module. A second group of sessions covered a wide variety of topics. These topics often failed to attract the audience that seemed most appropriate. Participation was so modest and scattered across the 41 schools that it will be difficult to identify any effect of training. There are 34 tables of attendance figures. Appendices A and B provide an additional 16 tables of attendance data. An attachment outlines the project budget. (SLD)

ED 343 975 UD 028 594

New York State United Teachers 1991 Education Opinion Survey. Final Report. Section II. Public Attitudes on the Debate over Multicultural Education in New York State.

SPONS. AGENCY- New York State United Teachers.
PUB DATE- 12 Nov 91
NOTE- 55p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Course Content; Cultural Pluralism; *Educational Attitudes; Elementary Secondary Education; Ethnic Groups; *Ethnocentrism; Minority Groups; *Multicultural Education; *Public Opinion; Racial Differences; School Role; Social Integration; *Social Studies; *State Surveys; United States History; Values Education
IDENTIFIERS- *New York

Public opinion about multicultural education in New York State was surveyed with samples ranging from about 200 to over 900 citizens. Three quarters of New York State residents believe that teaching the common heritage and values that Americans share is a very important goal of public education. There is some support for teaching history from the perspective of separate histories and differences of racial and ethnic groups, but only 45 percent considered this "very" important. Three-quarters of the respondents believe that the content of social studies courses should be the same in every state school. Two-thirds disagree that each school should teach social studies based on the ethnic and racial backgrounds of students. A majority disagreed with the statement that students do better if courses center on their own racial and ethnic histories. Almost nine of ten respondents believe that students should be taught both traditional events of United States history and the contributions and experiences of racial and ethnic populations. New York residents tend to believe that teaching children social responsibility and pride in racial and ethnic backgrounds, families, rather than schools, have primary responsibility. Thirty-six tables and 14 graphs present response data. (SLD)

ED 343 976 UD 028 595

Reglin, Gary

Self-Perception and Achievement of Black Urban 10th Graders.

PUB DATE- 92
NOTE- 21p.; Paper presented at the Annual Meeting of the North Carolina Association for Research in Education (Chapel Hill, NC, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Athletics; *Black Students; Grade 10; High Achievement; High Schools; *High School Students; Job Performance; Low Achievement; *Males; Physical Attractiveness; *Self Concept; Student Attitudes; Student Behavior; Urban Schools; *Urban Youth

Explores the following five dimensions of self-perception held by black urban male 10th-grade students in North Carolina: (1) scholastic competence; (2) athletic competence; (3) physical appearance; (4) behavioral conduct; and (5) job competence. Investigates differences in these aspects of self-concept for 30 students scoring above and 30 scoring below the fiftieth percentile on the California Achievement Test (CAT). Subjects were administered the Self-Perception Profile for Adolescents. Higher achievers possess a perception of greater academic competence, and they perceive themselves as more competent at athletics and better looking than do the lower achieving group. Achievers also perceive themselves as more capable at a part-time job, and they feel better about the way they behave. Students who did well on the CAT place a high value on academic achievement and perceive that they have the potential to do well. Included are five tables of study findings and a 14-item list of references. (SLD)

ED 343 977 UD 028 596

Solomon, Lewis C., Ed.; Hughes, Katherine Nouri, Ed.

How Do We Get the Graduates We Want? A View from the Firing Lines.

PUB DATE- 92
NOTE- 163p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College School Cooperation; Community Cooperation; *Educational Assessment; Elementary Secondary Education; *High School Graduates; *Outcomes of Education; *Public Schools; *School Effectiveness; School Role; *Student Characteristics; Superintendents; Teacher Attitudes; Teacher Recruitment; Values Education

The selections in this book originated at the annual National Educator Awards Retreat held by the Milken Family Foundation in March 1991. To set the stage for the discussions, W. Bennett and A. Levine offered opening remarks concerning characteristics of ideal high school graduates. Educators, including state superintendents, responded. After a preface by L. Milken, the following papers are provided: (1) "The Graduates We Want: Who They Are and How We Get Them" (A. Levine); (2) "What Do We Want Our Graduates To Be Like?" (W. J. Bennett); (3) "Keynoters and Award Recipients: An Open Exchange"; (4) "Superintendents' Views: What Do We Want Our Graduates To Be Like?" (E. Bither, H. Marockie, E. Paslov, and C. Toguchi); (5) "Practitioners' Views: Who Do We Want Our Graduates To Be?" (K. N. Hughes); (6) "The Moral Development of Our Nation's Children: The Role of the Public School" (N. M. Fagan); (7) "Meeting the Needs of Diverse Student Populations" (A. A. Mori); (8) "Attracting, Preparing, and Retaining High-Quality Teachers" (C. L. Ellner); (9) "How Should Our Schools Be Structured? A View from the Top of the Bottom of the Heap" (G. C. Hentschke); (10) "How Do We Assess Effective School Processes?" (H. Handler); (11) "Business and University Collaboration With the Schools" (L. C. Solmon and C. L. Fagnano); and (12) "Additional Ideas on How To Get the Graduates We Want" (L. C. Solmon). A 137-item bibliography is included, as are descriptions of the editors and contributors and a list of award recipients. (SLD)

ED 343 978 UD 028 598

Falcon, Angelo, Ed.; Santiago, John, Ed.
The "Puerto Rican Exception": Persistent Poverty and the Conservative Social Policy of Linda Chavez. IPR Policy Forums Proceedings (New York, New York, November 6, 1991).

SPONS. AGENCY- Charles H. Revson Foundation, Inc., New York, NY.; Ford Foundation, New York, N.Y.; Fund for the City of New York, N.Y.; Mertz-Gilmore (Joyce) Foundation, New York, N.Y.
PUB DATE- Jan 92
NOTE- 47p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Acculturation; *Bilingual Education; *Conservatism; Elementary Secondary Education; Ethnic Groups; Family Structure; *Hispanic Americans; Needs Assessment; Policy Formation; *Poverty; *Public Policy; *Puerto Ricans; Social Problems; Social Services; Urban Problems; Welfare Services
IDENTIFIERS- Forums

A policy forum featured a presentation by Linda Chavez on the public policy needs of the Puerto Rican community. The forum also included a panel of experts from the Puerto Rican community to provide critical feedback on Chavez's presentation. Chavez argued that Hispanic Americans can move into the mainstream of United States society, and that public policies ought to encourage assimilation, rather than encouraging Hispanic Americans to remain in ethnic enclaves divided from the rest of the nation. Puerto Ricans have been regarded as an exception to other Hispanic American groups because they have citizenship and do not face the problems of undocumented immigration experienced by other Hispanic American communities. A significant issue in the discussion of public policy concerns of Hispanic Americans has been the proper role of bilingual education. Panel members responded to the presentation and to Chavez's book "Out of the Barrio: Toward a New Politics of Hispanic Assimilation," expressing differing views about the appropriate public policies to address issues of family stability and poverty, ethnic separatism, and bilingual education. Panelists were Aida Rodriguez, Edwin Melendez, and Cesar Perales. A rejoinder by L. Chavez and a discussion by panel participants and audience members concluded the forum. (SLD)

ED 343 979 UD 028 599

Chun, Ki-Taek; Zalokar, Nadja
Civil Rights Issues Facing Asian Americans in the 1990s.
PUB DATE- Feb 92
NOTE- 245p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; *Asian Americans; *Civil Rights; Educational Discrimination; Elementary Secondary Education; Equal Education; *Equal Opportunities (Jobs); Ethnic Discrimination; Higher Education; Immigrants; Minority Groups; *Policy Formation; Public Policy; Racial Bias; *Racial Discrimination; Violence
IDENTIFIERS- *Commission on Civil Rights

In 1989, the U.S. Commission on Civil Rights held a series of roundtable conferences to learn about the civil rights concerns of Asian Americans within their communities. Using information gathered at these conferences as a point of departure, the Commission undertook this study of the wide-ranging civil rights issues facing Asian Americans in the 1990s. Asian American groups considered in the report are persons having origins in the Far East, Southeast Asia, and the Indian subcontinent. This report presents the results of that investigation. Evidence is presented that Asian Americans face widespread prejudice, discrimination, and barriers to equal opportunity. The following chapters highlight specific areas: (1) "Introduction," an overview of the problems; (2) "Bigotry and Violence Against Asian Americans"; (3) "Police Community Relations"; (4) "Access to Educational Opportunity: Asian American Immigrant Children in Primary and Secondary Schools"; (5) "Access to Educational Opportunity: Higher Education"; (6) "Employment Discrimination"; (7) "Other Civil Rights Issues Confronting Asian Americans"; and (8) "Conclusions and Recommendations." More than 40 recommendations for legislative, programmatic, and administrative efforts are made. Many of these suggestions would benefit all minority groups in the United States. Four tables present statistical findings, and an appendix contains supplemental correspondence and fact sheets. (SLD)

ED 343 980 UD 028 602

Immigration Stress: Families in Crisis. Resource Guide.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Bureau of Adult/Community Education.
PUB DATE- 90
NOTE- 44p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- Acculturation; *Community Resources; Crisis

Intervention; Elementary Secondary Education; English (Second Language); *Family Problems; Guides; Health Services; *Immigrants; Limited English Speaking; Public Schools; School Districts; Socialization; *Social Services; *Stress Variables; Teacher Role
IDENTIFIERS- *Florida (Leon County); *Language Minorities

This resource guide has been compiled to assist teachers of English for Speakers of Other Languages (ESOL) in meeting the needs of immigrant families. Its purpose is to help reduce immigrant stress by making important information readily available to immigrant families. The guide is divided into the major categories of socialization, education, and family and community services. The socialization section discusses the following topics: (1) acculturation; (2) generation gap; (3) social customs; (4) inter-cultural misunderstandings; and (5) employment. For each area, activities are suggested to reduce stress for immigrants and limited-English proficient (LEP) students and families. To orient families to the U.S. education system, the education section covers the following: (1) structure of the U.S. educational system; (2) public school enrollment procedures; (3) high school graduation requirements; (4) dropping out of school; (5) adult and community education; (6) vocational education; (7) communication with public schools; (8) extended day enrichment programs; (9) school volunteers; and (10) parent education course outlines. The family and community services section covers the following: (1) immigration services; (2) legal requirements and services; (3) drivers licenses; (4) food stamps; (5) religious organizations; (6) newspapers; (7) housing; (8) health services; (9) contagious infections; (10) abuse; and (11) a 123-item community health and resource guide. Included is a 26-item bibliography. (SLD)

ED 343 981 UD 028 603

Walker, Gary; Vilella-Velez, Frances

Anatomy of a Demonstration: The Summer Training and Education Program (STEP) from Pilot through Replication and Postprogram Impacts.

SPONS. AGENCY- Ford Foundation, New York, N.Y.; William and Flora Hewlett Foundation, Palo Alto, Calif.

PUB DATE- 92

NOTE- 83p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Daily Living Skills; Demonstration Programs; *Disadvantaged Youth; *Economically Disadvantaged; Low Income Groups; Minority Groups; Program Design; *Program Effectiveness; Program Implementation; Remedial Programs; Secondary Education; *Summer Programs; *Urban Youth; Work Experience Programs; Youth Employment; *Youth Programs

IDENTIFIERS- *Summer Training and Education Program

The Summer Training and Education Program (STEP) research demonstration was initiated in 1984 to test the effects of a two-summer remediation, work, and life skills intervention on the lives of 14- and 15-year-olds from poor urban families who were already seriously behind academically. The program provided youth with half-day summer jobs combined with half-days of remedial reading and mathematics provided through the use of specially designed curricula and innovative teaching approaches. The results of research on nearly 5,000 participating youth in five cities showed that the STEP's effects were positive. Reading and mathematics test scores after the first summer were about a half grade higher for the STEP youth compared to a control group receiving only summer jobs. Participants also showed more knowledge about responsible sexual and social behavior, high attendance rates, and a high (75 percent) return rate for the second summer. However, follow-up research found that on returning to regular life and school, STEP youth experienced the same school dropout, college entrance, teenage pregnancy, and employment rates as did control group youth. This report presents the above research and findings, describes the development and implementation of the program from its beginning, and explores and analyzes the experiences of the STEP program for lessons to apply to later initiatives. Included are 11 figures and 41 references. (JB)

ED 343 982 UD 028 605

Langstaff, Deborah G.
Teens as Community Resources: A Model of Youth Empowerment.
PUB DATE- 91
NOTE- 84p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Community Involvement; *Community Programs; Community Resources; Leadership Training; Peer Influence; *Philanthropic Foundations; Secondary Education; Secondary School Students; Urban Youth; Youth Clubs; *Youth Leaders; Youth Opportunities
IDENTIFIERS- *Empowerment; Massachusetts (Boston); *Youth Services Systems

This manual describes Teens As Community Resources, Incorporated (TCR) in Boston (Massachusetts) for those interested in how to start youth-run philanthropic efforts, using a peer leadership model or for those wanting to incorporate youth leadership and empowerment in a youth services organization. The introduction provides a brief description of what TCR does, the historical background, the underlying philosophy, and the characteristics that would indicate the need for such a model in other communities. The Peer Leadership Program is described in the following three sections: (1) "Hiring and Training" (the selection process and training for teen staff); (2) "Events and Ongoing Projects" (a rally, newspaper, conference, city council hearing, newsletter, program of enrichment, and tribute to teens); and (3) "Grants Process" (preparation and training and specific steps). The next section, "Board of Directors," describes directors' characteristics and discusses the process of incorporating teen involvement on the Board. Following this section is the "Epilogue," which discusses the new directions in which TCR is moving, resulting from the lessons learned during the pilot year described in this manual. The appendix outlines much of the "nuts and bolts" of the model referred to in the text by including interview questions and formats, training materials, event planning materials, enrichment activities, grants process materials, and other operational information. (JB)

ED 343 983 UD 028 606

Nguyen-Hong-Nhiem, Lucy, Ed.; Halper, Joel Martin, Ed.
The Far East Comes Near: Autobiographical Accounts of Southeast Asian Students in America.
PUB DATE- 89
NOTE- 224p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Acculturation; *Asian Americans; Autobiographies; Cambodians; *College Students; Cultural Differences; Essays; Higher Education; *Immigrants; *Laotians; *Personal Narratives; Political Attitudes; Refugees; Relocation; *Vietnamese People

This publication provides autobiographical essays by students originally from Vietnam, Cambodia, and Laos, all of whom arrived in the United States as refugees between 1975 and 1982. Following an introduction is an initial essay, "Becoming a Refugee, Being a Refugee, Ceasing To Be a Refugee," by L. Nguyen-Hong-Nhiem. The student essays are organized according to ethic groups and arranged chronologically. They focus on life in the home countries, and manner of escape, and the experiences in America. Essays by students from Vietnam include: (1) "Memories from the Past" (D. M. Bang); (2) "Memories" (T. M. Tri); (3) "We Are Killing Our Own Brothers, Our Souls" (T. T. Sanh); (4) "Not Too Young To Understand Communism" (P. H. Thanh); (5) "Hopes of a Better Life" (N. H. Anh); (6) "An Image of Home" (N. V. Nhan); (7) "The Price of Freedom" (H. H. Hieu); (8) "A Terrifying Escape" (L. T. Si); (9) "A Tragic Voyage" (D. H. Loan); (10) "A Vietnamese-Born Chinese" (L. Phu); and (11) "Separation and Reunion" (N. H. Chung). The following essays are written by students from Cambodia: (1) "My Life Structure" (P. Khath); (2) "My Unforgettable Experiences" (R. Chea); (3) "My Personal Experience" (B. Sun); (4) "My Life in Cambodia and the United States" (C. Ros); (5) "My Best Memories" (H. Taing); (6) "The Khmer Rouge--Murderers" (M. Gray); (7) "Despair and Hopelessness" (S. Kouch); (8) "My Bloody Nightmare" (H. Kouch); (9) "Migrating to America" (V. Lim); and (10) "From the Killing Fields to Greenfield: The Story of Chard Houn" (M. Hartshorne). The following essays are written by students from Laos: (1) "Left Empty and Longing" (N. Pathammavong); (2) "One Last Long Look at My Country" (C. Chanthavong); (3) "New Hope for a Disheartened Refugee" (C. Souvanna); (4) "A Change of Cultures" (L. Inthirath); and (5) "A Poem: Tet Ly Huong--Away from Home at Tet" (N. H. Anh). A final essay is titled "Commentary: Human Destructiveness and the Refugee Experience" (E. Staub). Notes on the authors are included. (JB)

ED 343 984 UD 028 607

Waxman, Laura DeKoven
A Status Report on Hunger and Homelessness in America's Cities: 1991. A 28-City Survey.
PUB DATE- Dec 91
NOTE- 103p.; For the 1990 survey, see ED 335 430.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Budgeting; City Officials; *Economically Disadvantaged; Etiology; Futures (of Society); *Homeless People; *Housing; *Hunger; Poverty; Retrenchment; Social Problems; *Social Services; Surveys; Urban Areas; *Urban Problems; Urban Programs
IDENTIFIERS- Food Distribution Programs; *Recession; Status Reports

To assess the status of hunger and homelessness in urban America during 1991, The U.S. Conference of Mayors surveyed 28 major cities whose mayors are members of its Task Force on Hunger and Homelessness. The survey sought information and estimates from each city on: (1) the demand for emergency food assistance and emergency shelter and the capacity of local agencies to meet that demand; (2) the causes of hunger and homelessness and the demographics of the populations experiencing these problems; (3) public attitudes toward homeless people; (4) the impact of state budget cuts and the recession on huger and homelessness; and (5) the outlook for 1992. City officials estimated that during the past year, requests for emergency food assistance increased by an average of 26 percent, with an average 17 percent of requests going unmet. Homelessness has also increased and all cities report that the recession has affected, and will continue to affect, hunger and homelessness. Employment-related problems led the list of causes of hunger. Recommendations to alleviate these problems center around increases and improvements to Federal programs, including full funding of the Stewart B. McKinney Homeless Assistance Act, a major source of funds for hunger and homelessness projects. Two tables and three figures illustrate the discussion. An appendix contains five supplemental tables and the survey questionnaire. (SLD)

ED 343 985   UD 028 609

Motschall, Melissa M., Ed.; Lobsiger, Amy J., Ed.
University Urban Programs. 1991 Edition.
PUB DATE- Jun 91
NOTE- 106p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Curriculum; Degrees (Academic); Financial Support; Higher Education; Inner City; *Program Descriptions; Research Projects; *Research Universities; Technical Assistance; Urban Programs; *Urban Studies

This directory provides detailed information on 64 university urban programs across the nation and Canada. The descriptions are organized according to state, and each includes information on the following topics: (1) general program information (program head, establishment date, organization description, current funding source, and distribution of program activity); (2) research (concentration, sponsored percentage, and percentage of activities carried out by other groups); (3) public service and technical assistance (concentration and percentage distribution of activities directed to clients); and (4) instruction offered (degrees offered if any and the total number of people in the unit). Also included are the address, telephone number and fax number of each program. In addition to Canada, the following states have universities with urban programs: (1) Alabama; (2) California; (3) Connecticut; (4) Delaware; (5) District of Columbia; (6) Florida; (7) Georgia; (8) Indiana; (9) Kansas; (10) Kentucky; (11) Louisiana; (12) Maryland; (13) Massachusetts; (14) Michigan; (15) Minnesota; (16) Missouri; (17) Nebraska; (18) New Jersey; (19) New York; (20) North Carolina; (21) Ohio; (22) Oregon; (23) Pennsylvania; (24) Rhode Island; (25) South Carolina; (26) Tennessee; (27) Texas; (28) Virginia; and (29) Wisconsin. Also included are lists of the institutions that grant undergraduate degrees and graduate degrees. (JB)

ED 343 986 UD 028 610

Liss, Susan M., Ed.; Taylor, William L., Ed.
Lost Opportunities: The Civil Rights Record of the Bush Administration Mid-Term.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Rockefeller Foundation, New York, N.Y.
PUB DATE- 91
NOTE- 251p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Affirmative Action; *Civil Rights; Civil Rights Legislation; Disabilities; Elementary Secondary Education; *Equal Education; *Equal Opportunities (Jobs); *Federal Government; *Government Role; Health; Higher Education; Housing; Immigrants; Law Enforcement; Minority Groups
IDENTIFIERS- *Bush Administration

This study of the civil rights policies and practices of the Bush Administration reviews the first 2 years of that administration's actions, presents recommendations for the future, and offers a series of working papers prepared by experts in the civil rights field. Part 1 of two major parts presents the actual report of the Citizen's Commission on Civil Rights, a bipartisan group of former officials of the Federal Government. That report treats civil rights policy and enforcement in the Bush Administration and offers seven recommendations for change. Part 2 presents 22 working papers on civil rights that deal with the following topics: (1) the Civil Rights Act of 1990; (2) education (enforcement in elementary and secondary education, sex discrimination, and minority access to higher education); (3) employment rights (equal employment opportunity and employment rights of older Americans); (4) immigration; (5) health (civil rights impact on national health policies and challenges posed by the Acquired Immune Deficiency Syndrome); (6) housing (fair housing enforcement, federal fair lending, credit opportunity, and community reinvestment enforcement); (7) affirmative action; (8) political rights (voting rights enforcement, voter registration reform, and the 1990 Census and minority undercount); (9) rights of institutionalized persons; (10) rights of persons with disabilities (Americans With Disabilities Act, Department of Housing and Urban Development, and rights of the institutionalized disabled); (11) United States Civil Rights Commission; and (12) administration of justice (judicial nominations and the Hate Crime Statistics Act). Included are notes on the authors and extensive endnotes for the working papers. (JB)

ED 343 987 UD 028 613

Hauser, Robert M.
Trends in College Entry among Whites, Blacks, and Hispanics, 1972-1988. Discussion Paper No. 958-91.

SPONS. AGENCY- National Inst. on Aging (DHHS/NIH), Bethesda, MD.; Spencer Foundation, Chicago, Ill.
PUB DATE- Mar 92
NOTE- 71p.; Paper presented at the Conference on the Economics of Higher Education of the National Bureau of Economic Research (Williamsburg, VA, May 1991). Supported also by a grant from the Kenneth and Carolyn Brody Foundation.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; Census Figures; *College Admission; *Educational Trends; *Enrollment Trends; Ethnic Groups; Higher Education; Hispanic Americans; Minority Groups; National Surveys; *Racial Differences; Sex Differences; Sociocultural Patterns; Socioeconomic Background; Trend Analysis; *White Students
IDENTIFIERS- Current Population Survey; Dependency (Economics); Time Series Analysis

Using a new time series of cross-sections from October Current Population Surveys, a fresh look is taken at trends in college entry over the 1972-1988 period for White, Black, and Hispanic American men and women, asking to what degree group differences and social and economic background have affected these trends. From 1972 to 1988, Blacks and Hispanic Americans were generally less likely to attend college than were Whites, and after 1978 the college entry chances of Blacks declined relative to those of Whites. However, when social background and dependency status were controlled, Hispanic Americans were more likely than Whites to attend college throughout the period, while Blacks were more likely than Whites to attend college until the early 1980s. Over the same period, women's chances of attending college grew relative to those of men, and in every year after 1975, dependent women were more likely than men to attend college. There are 21 figures illustrating trends. One table shows the effects of sex, non-dependency, and social background on college entry. Included is a 32-item list of references. (Author/SLD)

ED 343 988 UD 028 614

Family Choice and Public Schools: A Report to the State Board of Education.

PUB DATE- Jan 86
NOTE- 60p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; *Enrollment; Free Choice Transfer Programs; *Magnet Schools; Minority Groups; Parent Participation; *Parent School Relationship; Public Schools; *Racial Composition; *School Choice; School Desegregation; School Statistics; Urban Schools; Voluntary Desegregation; White Students
IDENTIFIERS- *Massachusetts

This examination of parent choice among public schools in Massachusetts begins with an expanded version of remarks made by C. L. Glenn to the Board of the National Education Association describing the parent choice options available in Massachusetts and the ways in which they have developed. Approximately four of five minority students in Massachusetts and one of five white students are enrolled in school systems that offer parents an opportunity to make choices about the public school their children will attend and that foster choice through deliberate efforts to increase the distinctiveness of various schools and to provide accurate parent information. Also summarized is C. L. Glenn's testimony before the first hearing of the National Governors' Association (May 3, 1985) concerning the Massachusetts experience in desegregation recruitment. These addresses are followed by enrollment information for magnet schools in Massachusetts and a list of school systems developing plans to expand parent choice. Following the enrollment figures a paper, "Maximizing Parental Choice and Effective Desegregation Outcomes: The Cambridge Plan" (M. J. Alves), describes the voluntary desegregation efforts in Cambridge (Massachusetts). Sixteen tables summarize enrollment information. There is a 16-item list of resources for additional information. (SLD)

ED 343 989 UD 028 615

Sherman, Renee Z.; Sherman, Joel D.
Dropout Prevention: Strategies for the 1990s.

SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Jun 91
NOTE- 136p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Demography; Demonstration Programs; *Dropout Prevention; Dropout Programs; Dropout Rate; Elementary School Students; Elementary Secondary Education; *Federal Programs; *High Risk Students; Private Sector; *Program Effectiveness; Program Evaluation; *Secondary School Students; Socioeconomic Influences; *State Programs; Student Attrition

Specific goals of this study of the national dropout problem are to: (1) define the problem; (2) identify demographic characteristics of dropouts; (3) describe economic and social consequences; (4) identify programs and practices that prevent students from dropping out; (5) identify federal and state initiatives; and (6) identify private sector responses to the dropout problem. Reports published by federal agencies and recent research studies are reviewed, as are grant applications under the School Dropout Demonstration Assistance Program and programs funded by the Federal Government, states, and private agencies. In the United States, 400,000 to 500,000 young people aged 16 to 24 years drop out of school each year, and an additional 80,000 to 120,000 youth aged 14 and 15 years also drop out annually. These rates have historically been higher for minorities than for non-minorities, but the gap is narrowing. Strategies advocated to address dropping out have been program reforms and schoolwide reforms. Characteristics of both approaches that have been successful are noted as they have worked in government or private sectors. Nine successful programs, school dropout prevention programs and recovery programs, are examined in depth. Research makes it clear that the dropout problem is multidimensional and requires a variety of approaches. Nine tables present details about dropout rates and characteristics. There is a 52-item list of references. (SLD)

ED 343 990 UD 028 618

Chamberlain, Ed

Home School and Adult Instruction Component Home-School-Community Agents Project 1990-91. Final Evaluation Report. Ohio Disadvantaged Pupil Program Fund.

PUB DATE- 92

NOTE- 60p.; For the 1989-90 report, see ED 330 739.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Attitude Change; Behavior Problems; *Change Agents; *Dropout Prevention; Dropout Programs; Educational Objectives; High Risk Students; *High School Students; Intermediate Grades; *Junior High School Students; Middle Schools; Program Evaluation; Public Schools; Secondary Education; *Student Attitudes; Urban Schools

IDENTIFIERS- *Columbus Public Schools OH; Disruptive Behavior; *Home School Community Systems

The Home-School-Community Agent (HSCA) Project of the Columbus (Ohio) Public Schools was established in the 1990-91 school year to help disruptive students make a positive adjustment to elements in their lives that interfere with success in school. The project was implemented through 21 HSCAs in nine high schools and 12 middle schools. Each agent worked with approximately 60 students and designated 20 students for inclusion in the evaluation sample. Program objectives called for demonstrated improvement in attitudes toward teachers, education, and school behavior for 50 percent of the students. These attitudes were measured through the Demos D Scale and other determinants of student attitudes and background completed by students and teachers. Complete pretest-posttest Demos D data were obtained for 241 of the initial 420. Just over 15 percent had a lower probability of dropping out after the project, while almost 13 percent had an increased dropout risk. Some positive change in attitude was demonstrated by 46.1 percent through the Demos D Scale, and agents indicated that 72.4 percent showed behavior improvement. The project was considered valuable by students, agents, and school staff; and an administrative decision was made to continue it in the 1991-92 school year. Sixteen tables and one figure present study findings. One reference is listed, and appendices present dropout probabilities by grade in seven tables and study instruments. (SLD)

ED 343 991 UD 028 619

Chamberlain, Ed
Neglected or Delinquent Program 1990-91. Final Evaluation Report. Elementary and Secondary Education Act--Chapter 1.
PUB DATE- Sep 91
NOTE- 27p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Gains; Basic Skills; *Child Neglect; Compensatory Education; *Delinquency; *Disadvantaged Youth; *Elementary School Students; Elementary Secondary Education; *Language Arts; Minority Group Children; Outcomes of Education; Program Evaluation; Remedial Programs; *Secondary School Students; Tutorial Programs; Urban Schools
IDENTIFIERS- *Columbus Public Schools OH; Education Consolidation Improvement Act Chapter 1

The Neglected or Delinquent Program (N or D) of the Columbus (Ohio) Public Schools is designed to provide classrooms and tutorial services in language development for students served in facilities eligible for Chapter 1 aid for the neglected or delinquent. In the 1990-91 school year, one full-time N or D teacher and 12 part-time tutors served 153 students in grades one through 12 (116 in grades six through 12). Sixty-nine students were non-minority, 81 were Black, one was Hispanic American, and two were Oriental. The program's desired outcome for the school year stated that at least 50 percent of students who met attendance criteria, were English-speaking, and had a pretest-posttest score for basic skills would gain at least 3.0 normal curve equivalent (NCE) points for the period September through March. Of the 153 students, 63 were exempt from testing because of eligibility for special education, and 89 were excluded from analysis because of incomplete data. The one student for whom all data (and attendance requirements) were complete made the desired gain in total reading and a gain of 4.0 NCE points in reading comprehension on an achievement test. The continuation of the program is recommended for the 1991-92 school year, and revision of the criteria for an evaluation sample is also suggested. Six tables present study findings, and an appendix contains worksheets and instruments from the evaluation process. (SLD)

ED 343 992 UD 028 621

Little, Joanne
Tutoring Success! A Joint Project of Anderson School District One and the National Dropout Prevention Center.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Nov 90
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Attitude Change; *Dropout Programs; Educational Objectives; Elementary Secondary Education; Program Evaluation; *Program Implementation; Remedial Instruction; *School Districts; *Student Attitudes; *Tutorial Programs; *Urban Schools

This manual details the fundamental steps necessary to create a successful tutoring program. It is based on the experiences of the Anderson (South Carolina) School District One (ASDO) in their tutoring project initiated in 1989-90. The school district intended to increase homework completion, raise test scores, improve attendance, and generate more positive attitudes toward learning and the school system. The following five steps are essential for establishing a tutoring program: (1) goal setting; (2) program operation; (3) recruitment; (4) orientation and supervision; and (5) evaluation. Details for each step are described and illustrated from the experience of the ASDO. In the ASDO, marked progress was seen in each of the areas of concern, as potential dropouts became future graduates and many volunteers invested time and energy in the educational growth of the children. There is a five-item list of references. An appendix contains sample forms used in establishing the tutoring program. (SLD)

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